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The Hamilton College
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Clinton, New York 13323

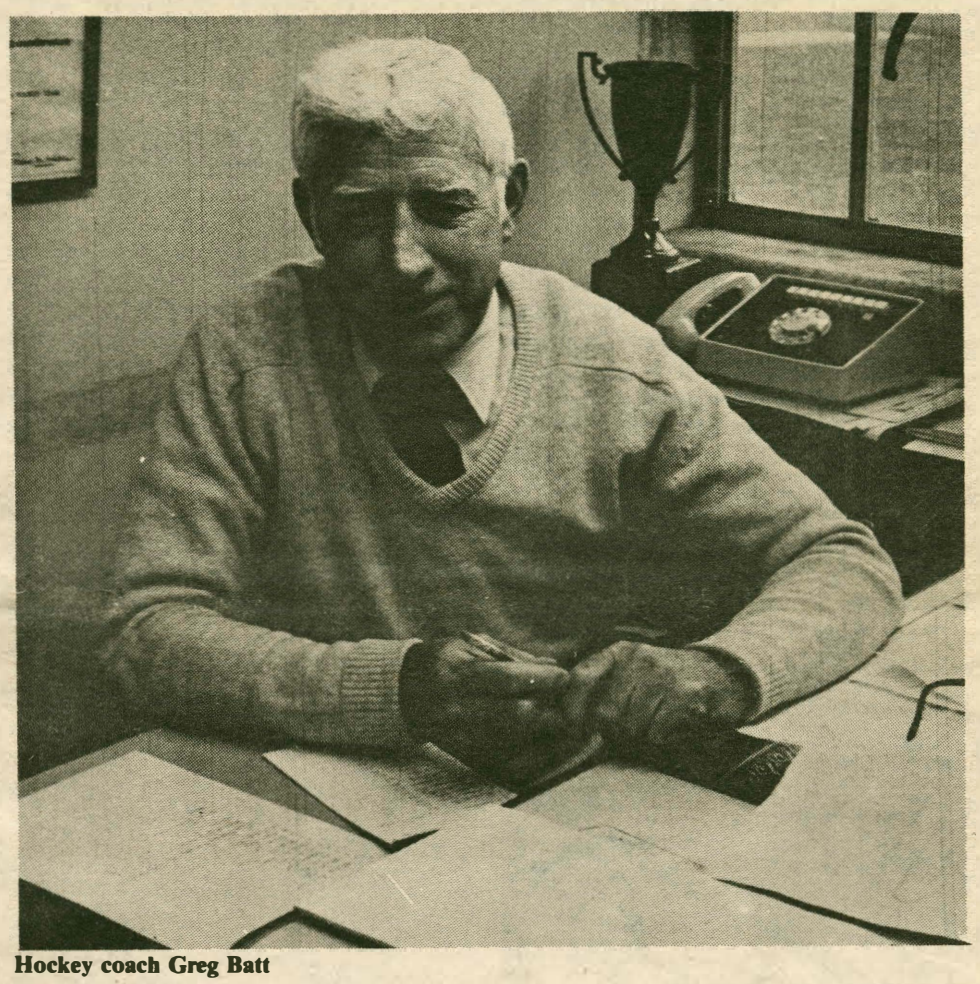
Batt to leave hockey after 35 years

On Friday, March 18, Athletic Director Tom Murphy announced that head hockey coach Greg Batt will step down at the conclusion of the 1983-84 season. Batt will, however, remain responsible for all men's racquet sports, including tennis and squash. He has been the men's tennis coach at Hamilton since 1971.

The 63-year-old Batt, whom Murphy called the "Dean of American hockey coaches," came to Hamilton in 1948 following an outstanding undergraduate career at Colgate. While at Colgate Batt gained All-American status while being the player-coach of the school's only undefeated hockey team. Coach Batt succeeded A.I. Prettyman, who, in 1918, founded Hamilton's hockey program. At the conclusion of next season, Batt will have coached Hamilton in nearly 700 games.

Under Batt's tutelage, Hamilton has produced quality hockey teams that have enjoyed a great deal of success against some of the finest college teams in the nation. In addition, four of his skaters have earned All-American honors and countless others have been named ECAC All-Stars.

Throughout his career Batt has promoted high standards for college hockey, in the process gaining the respect and admiration of college coaches in Divisions I, II, and III. It is no surprise that Batt has garnished many awards in his 36-year tenure at Hamilton, including, in 1980, the prestigious Founders' Award for his outstanding contributions to college hockey. However, the players, his players will remember him for his dedication to the game and for being a great gentleman who made the game enjoyable for them as well as for the fans.



Hockey coach Greg Batt

Retired history professor dies

Edgar Baldwin Graves, emeritus professor of history and faculty member for 42 years, died suddenly on March 23.

Professor Graves, known to many as "Digger," was educated at Haverford College and Harvard University where he received his doctorate degree in 1929. Graves joined the Hamilton faculty in 1927 and taught history until his retirement in 1969. A distinguished scholar as well as a greatly admired teacher, Graves was chairperson of the history department during most of his career and author of *A Bibliography of English History*, one of the more significant contributions to historical bibliography of the past decade.

He is survived by his daughter, Barbara Graves Starnes of Clinton, and his grandson, Stephen Wright Starnes of West Hartford, Connecticut. In lieu of flowers, the family has suggested that friends consider contributions to the Beatrice Palmer Graves Memorial Fund established for tree plantings on campus.

There will be a memorial service for Dr. Graves in the Chapel on Saturday, April 9, at 2:00 pm.

Hersh talks on role of journalists

by Amy Biancolli

Award-winning journalist Seymour Hersh gave an informal but informative talk in the Chapel Wednesday night. His lecture, while officially entitled "Journalism and Foreign Policy," covered a variety of topics, ranging from personal and frequently humorous political speculations to a serious discussion of the role the American press has played and continues to play in current events.

Working from the belief that the American press has "gone to the right as the public has," Hersh began his lecture with a general attack on the efficacy of the media in relating world events to the public. According to Hersh, the press "doesn't do a great job about what's really going on in the world. It tries, it does its best, but its powers are just too limited." The press's ability to cover events accurately is rendered impotent both by its own tendency to get "skewered" into percep-

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News beyond College Hill

Russia rejects proposal

Russian Foreign Minister Andrei A. Gomyko rejected President Reagan's temporary arms limitation proposal on Saturday, April 2. The plan would have limited the number of Soviet and American medium-range missile warheads and led to eventual elimination of the weapons.

Gromyko described the proposal as "absurd" and believes that Reagan's plan was intended to mislead the opinions of Western nations. Gromyko desires an improvement in relations with the United States, but he stated that the U.S. must change their stand before the two nations can reach an agreement concerning arms limitation and reduction. The controversy will continue at the arms reduction talks in Geneva during May.

Space shuttle launched

Four astronauts accompanied the space shuttle Challenger as it launched into its orbit around the earth on Monday, April 4. The five-day mission will include the deployment of a communications satellite, the conducting of several scientific experiments, and a space walk.

The tracking and data relay satellite will provide continuous communication with as many as 26 spacecrafts at once. Currently, stations receive communication from space shuttles twenty percent of the time. The experiments include the transportation of fruit and vegetable seeds to determine the best manner in which to ship them through space and the photographing of lightening to gain information to aid the development of sensors for severe weather.

The launch appeared flawless, but the satellite entered into an orbit too close to the earth. The craft should be able to correct the problem.

Vietnamese forces in Cambodia

Vietnamese troops increased their control of Cambodian areas along the Thailand border by overrunning the headquarters of Prince Norodom Sihanouk, the former Cambodian chief of state, on Monday, April 4. The troops' actions have forced more than 45,000 Cambodians to flee to Thailand this past week.

The Vietnamese have stationed troops in Cambodia since 1978, and tensions increased last Thursday when they seized a guerrilla base on the border. They hope to clear the area of opposition to the Communist Cambodian government.

Chinese tennis player granted asylum

The United States government granted asylum to Hu Na, China's top-ranked female tennis player, who defected last July. Chinese officials claim that this action will increase tensions between China and the U.S.

Hu Na defected during the 32-nation Federation Cup Tournament in California because she felt pressured to join the Communist party. The Chinese embassy denied this charge and stated that the granting of asylum "is a grave incident harming the relations between the two countries."

New affirmative action laws

The Labor Department plans to enforce new affirmative action regulations within the next two months. The laws would ease the requirements of hiring blacks, Hispanics, and women. The changes will affect 20 to 30,000 companies nationwide.

The new rules would provide relief such as back pay to "identifiable victims" only as opposed to "affected classes" and would reduce the number of years prior to an official complaint or investigation for which back pay is given from three to two. Current laws require companies who desire a federal contract of $50,000 or more and have more than 50 employees to prepare written affirmative action plans before receiving the contract. The new law raises the guidelines to $100,000 and 100 employees in order to relieve small businesses.

News on other campuses

Colby frats suspended

Two Colby College fraternities, Delta Kappa Epsilon and Kappa Delta Rho, received indefinite suspensions, as Colby administrators cited a "steady stream of aggravation" and "multiple and persistent problems" for their decision.

Both fraternities failed to meet fraternity guidelines by possessing low academic standing, poor house maintenance, disciplinary problems, and lack of alumni support. In addition KDR did not meet the minimum housing occupance required by the guidelines and has compiled a debt to the college of $272,000. The KDR president feels that the administration plans to eliminate all fraternities and is using their case for this purpose, but the dean of the college denied this allegation.

The administration rejected a proposal by DKE which would allow the house one year to improve their situation. DKE had been placed on probation early in the year for a mattress fire which occurred in front of their house.

Relay for charity

Williams College recently held their Community Chest Fund 24-hour Relay to raise money for the Williamstown area charities and the college's spring sports teams. The 400 participants ranged from experienced local and college running clubs and teams to those running for fun.

The runners exhibited various reactions during the day. One participant described the affect of the relay's atmosphere by saying, "It's great to see track clubs, campus, and community groups all doing something together for the common cause." Another explained the immediate reaction of the runners saying, "I've just run 26 miles and I'm tired."

Grammy nomination at Williams

A record partially produced by Williams College music professor Carl Johnson received nominations for the 1983 Grammy awards in two categories, Best Historical Album and Best Liner Notes. The album, *An Experiment in Modern Music, Paul Whiteman at Aeolian Hall,* recreates the first American pops concert in 1924 and features jazz and symphonic music.

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Millet to highlight Energy Weekend

The changing role of women in today's society, sexism, and the feminist agenda are among the topics to be covered at the annual Hamilton College Women's Energy Weekend, scheduled to take place Friday, April 8-Sunday, April 10.

Among the conference participants are Andrea Dworkin, author of the recently published *Right Wing Women*, and author-artist Kate Millett, a professor at Sacramento (CA) State College, and a member of the Congress of Racial Equality.

Dworkin will open the conference at 4 pm on Friday, speaking on "Feminism: An Agenda," while on Sunday, April 10, at 3 pm in the Dwight Lounge, Kate Millett will give the closing address for Women's Energy Weekend. Millett began her political career in 1963 when she joined the Congress of Racial Equality and the peace movement. As a continuation of her political activism, she became chairperson of the National Organization of Women's Education Committee. Since then, she has written *The Prostitution Papers, Flying, Sita, The Basement: Meditations on a Human Sacrifice* and *Going to Iran*. She has also produced a feature-length documentary film entitled *Three Lives*.

In her lecture, "Starting Off in the Women's Movement," Millett will attempt to give a sense of history, an idea of where the women's movement is now, and her ideas of where it is heading. Also included will be a discussion of her ideas on "Post-Feminism," "Corporate Feminism," and Feminism in the eighties.

Millett has been a strong influence in the women's movement as a pacifist and international feminist. Her involvement in a wide range of feminist organizations has given her experiences which form the basis for what promises to be a fascinating lecture.

In between the lectures, there will be a number of discussion groups, and workshops led by both Hamilton faculty and students. Topics include "Exploring Feminism"; "Should Men have a Role in Feminism?"; "The Law: Does It Help or Hurt Women?"; "How Can Language Be Sexist?";and "Homophobia."

Hamilton's Women's Energy Weekend is sponsored by the Kirkland Endowment, the College's Women's Center, the Faculty for Women's Concerns, and the Dean's Office. All events are open to the public. See Events page for a complete schedule.

Please Note: Millett will be speaking in the Dwight Lounge on the second floor of the Bristol Campus Center.

Speaker Andrea Dworkin

Gubar and Gilbert and alphabet soup

by Kathy Bradley

"Alphabet Soup: Women, Language and Sexuality" was the title of a lecture delivered Thursday, March 24 by Susan Gubar and Sandra Gilbert. The lecture, sponsored by the comparative literature department and the Kirkland Endowment Fund, was based on an essay entitled "No Man's Land: The Place of Women Writers in the Twentieth Century" written collaboratively by the two women.

Gilbert, a professor at the University of California at Davis, is the author of *Acts of Attention,* a critical work on D.H. Lawrence's poetry. Gubar, a professor at Illinois University and presently a visiting professor at Tufts University, has published several works of feminist criticism. Gilbert and Gubar co-authored *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination,* a study of women novelists and characters in nineteenth century British fiction.

Sandra Gilbert and Susan Gubar **Spindel**

Gilbert and Gubar identified the existence of a mother tongue. This maternal language is "ordinary language" created within the family life and covered and hidden by men. It differs from the logical, rational, intellectual, masculine language derived from Latin and Greek cultures. Masculine language attempts to reduce "the babble of language into order," according to Gilbert and Gubar.

Gilbert and Gubar, claiming that woman does not have to be "alienated from the words she speaks," show that the mother is the source of all language and that the "absence of the mother's flesh makes child acquire language." When the mother is not there to provide the child's physical needs the child must learn to express his or her needs.

Gilbert and Gubar gave examples of specific authors and their attitudes toward these two separate languages. For instance, Molly, in James Joyce's *Ulysses* characteristically misunderstands and repudiates masculine language. Joyce's attitude, they assert, is expressed in his comment that the language of women is "merely an articulated genital organ." According to the two women, T.S. Eliot in *The Waste Land* has a similar attitude; they claim that for Eliot "the only good women," for example the hyacinth girl, "are the silent women." In opposition to both Joyce and Eliot, Willa Cather creates a truly beautiful female voice in Thea in *The Song of the Lark*.

The lecture suggested that it is time to revitalize the joy and vitality of the human source of language rather than that of the intellectual source. Gilbert and Gubar also believe that we should reshape language so that it works for rather than against women. They also find it necessary to eliminate sexism in language. Such sexism is used, they believe, because men fear using the same words as women.

An impressive crowd filled the Dwight Lounge as Gilbert and Gubar spoke intermittantly with organization and compatibility. Slides were shown of women's art, representing their creativity in areas other than literature.

Alumni campaign breaks record

The 1982/83 Hamilton College Annual Fund established new records both in dollars pledged and donor participation, President J. Martin Carovano reported.

The 1982/83 campaign has raised $1,282,000 in gifts from alumni and parents to date, exceeding the previous record of $1.1 million contributed in 1981/82 and surpassing this year's goal of $1,250,000. Gifts during the current year represent a 246 percent increase from $370,255 in donations for fiscal 1977/78. Substantial gains in total pledges were also reported with 4,793 of Hamilton's 8,693 alumni (55.1 percent) contributing, an increase of 445 donors over the previous year.

"With the cost of education at quality liberal arts schools like Hamilton continuing to rise, such generous support from our alumni is especially heartening," asserted Peter B. Whitcombe '54, general chairperson of the campaign and president of Hart/Conway Advertising, Rochester, New York. Whitcombe, while noting that the figures reflected results from the active solicitation effort which ended February 28, said that, "additional gifts received prior to the end of the College's fiscal year on June 30 will also count in this year's Annual Fund Campaign."

Other factors making this year's results possible were contributions of parents which totaled $110,359 versus the $97,620 raised in 1981/82, and gifts by Hamilton's Board of Trustees which increased 147 percent to $411,379.

Reunion class giving — those ten classes celebrating five year reunions in June, commencing with the class of 1933 — jumped dramatically from $291,282 to $576,562. The classs of 1943 alone accounted for $407,901 of that total.

Other statistical milestones detailed by Whitcombe were the class of 1926, which for the second straight year had all its living members participate, the class of 1924 which also achieved 100 percent participation, and Hamilton's senior class which had a 66.7 percent participation rate in the Senior Gift Campaign. The College's GOLD Group (Graduates of the Last Decade) attracted over 200 new donors and an additional $16,000.

Whitcombe praised the nearly 600 volunteers, including Reunion Gift Chairmen, Class Agents, Reunion Gift Committee members, Free Agents, and Phone-a-thon participants who enabled the 1982/83 Annual Fund to surpass many previous records. "Their efforts have helped Hamilton continue to be a very special liberal arts college," concluded Whitcombe.

Foreigners abroad in Clinton

International Students Weekend is past. Here, The Spectator *presents the views of foreign students who have come to Hamilton, and America, for very different reasons and experiences.*

A visitor from Scotland

Dave Aitken

The task of writing an article on experiences as a visiting student to Hamilton College is littered with problems and pitfalls. It is difficult to organize and express viewpoints and opinions which have been derived gradually in a clear manner. It also may be that the opinions and things that I have experienced here may well have happened to me at home in Scotland. At this stage of my stay here it would be very unwise to make any radical criticisms about the American society, and if I were to comment on how wonderful everything is then it would make a very boring article. I will however try to give an idea of what it is like to be a visiting foreign student, and I will comment on some of the differences that I have come across between what I have been used to, and what I am getting used to. That is what studying abroad is all about.

Try to consider what is going to happen to you in the next 8760 hours. The chances are that sleep, eat, (and study?) will appear on the list but excepting those, there is not a lot more that you can say. Now remove yourself from home into a foreign culture. What is going to happen now? You may adopt a new faith, drop out of college, marry, commit a murder, or be murdered. My point is that a year abroad is a very blindfolded move. No matter how much research you care to do on the country or how many people from that country you talk to, you are never going to find out "what it is like." Experience is the only way to discover. I think that in many cases (and no more so than in mine) it was, at the time, more of a foolhardy decision. Everything was moving along smoothly and, on the whole, in the right direction. Within a month I was America-bound.

Misconceptions go both ways and on reflection provide great amusement. Does Scotland have trees/dogs/bubblegum/MacDonalds, and what is the native tongue? And I have to admit to thinking that New York State was synonomous with New York City, and where are all the surfers? I knew America was big, but in reality it is huge, nay, it is vast.

Scotland is about the size of South Carolina and has a modest population of six million, or thereabouts. It is very much part of the United Kingdom/Great Britain using the same government, sovereignty, and currency. English is the native language. There is no language barrier to worry about; it is but a mere obstacle to step over. Only in the realm of slang do problems occur. I could easily have developed a very strange reputation had someone not told me that the proper word for a "rubber" was an eraser.

An accent is a foreigner's most valuable possession, and you should try never to lose it. You can say really stupid things and get away with it. While on the subject, the concept of being labelled foreign is quite an unnerving experience. I had always looked down on foreigners before, but now I am a member of this lower and less privileged people.

The most striking difference is in the educational system. In Scotland there are a maximum of 13 years of school. Primary school takes you from the age of four or five to the age of eleven or twelve, and then secondary schools finishes you off. You may leave anytime after your 16th birthday.

I am making no comments about the effectiveness, usefulness, or practicality of a liberal arts education, but I will say that it is a great chance to experiment and discover exactly where your real area of interest lies. In Britain, when you apply to enter a University after leaving secondary school, you state on the application form not only where you want to go but you also state what your major will be. Getting into Edinburgh to study medicine is a different kettle of fish from entering Edinburgh to study Sociology; There is a whole new set of entrance requirements. At the age of 15 to 18 you make a declaration of your major. It can be changed, but the whole system is much less flexible.

It would be more natural to think that America would adopt the more rigid system based on the culture. Emphasis here seems to be on high specialization in one particular field, but quite the opposite takes place here at Hamilton Tech.

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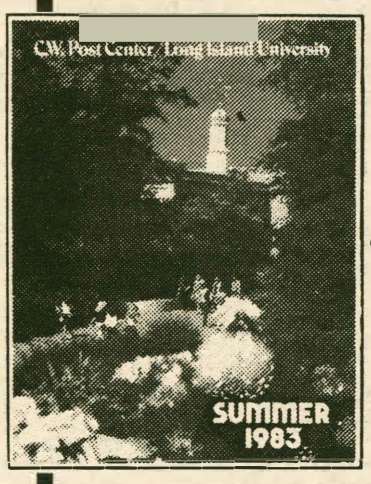

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Changes from Rio to Hamilton

Helena Nejman

May 1981. I no longer had patience to wait for Rose's telephone call. I decided I would call her daily during my spare time in school: "Any news?" Surprisingly, once she had news for me, just a telegram with the following words: HAMILTON COLLEGE ACCEPTS NEJMAN.

"Hamilton College? Is it a women's school?"

"No, it is a men's school!"

"What?"

"I suppose things are changing there. . ."

"Where is it?"

"Somewhere in New York State. Do you accept it?"

"A men's school upstate New York? Great! Let's go for it!"

That is all I knew about Hamilton. I found an old catalogue where I remembered seeing a picture of the Chapel in it. I started to have dreams with the chapel, which Jungist analyst related to "meeting the self." Something was lacking in my life in Rio, Brazil, which made me fight strongly for an educational opportunity in America.

"Samba, suor e cachaca." That's what Rio is all about. If you go to Rio you may have the impression that nobody does anything there. People hang out at the beach all year long. There is no winter. Actually, those supposedly winter months are the best ones to go to the beach, for the beach is not so crowded and the sun is not too hot. Now you ask me: how can people study or work seriously in this atmosphere? I couldn't. But I don't want to find excuses blaming Ipanema Beach and the tropical sun for not taking myself more seriously. I should be able to do it regardless of the environment.

The University of the State of Rio de Janeiro was my school for two and a half years. It is supposed to be one of the best ones in the country. However, it was very disappointing for me as it is for most of its students. Once I felt familiar with the institution and started to see all that was lacking there, I decided to get involved with the Student Assembly with hopes that the problems we had could be discussed within an open, positive and constructive manner. Unfortunately, this was not a reality. I had to decide soon between politics and studies. I opted for the last one. I understand that it is effortless to give up, easy to pack and leave as I did. I admit it. I am sorry but the construction of my personal life is more important than school politics.

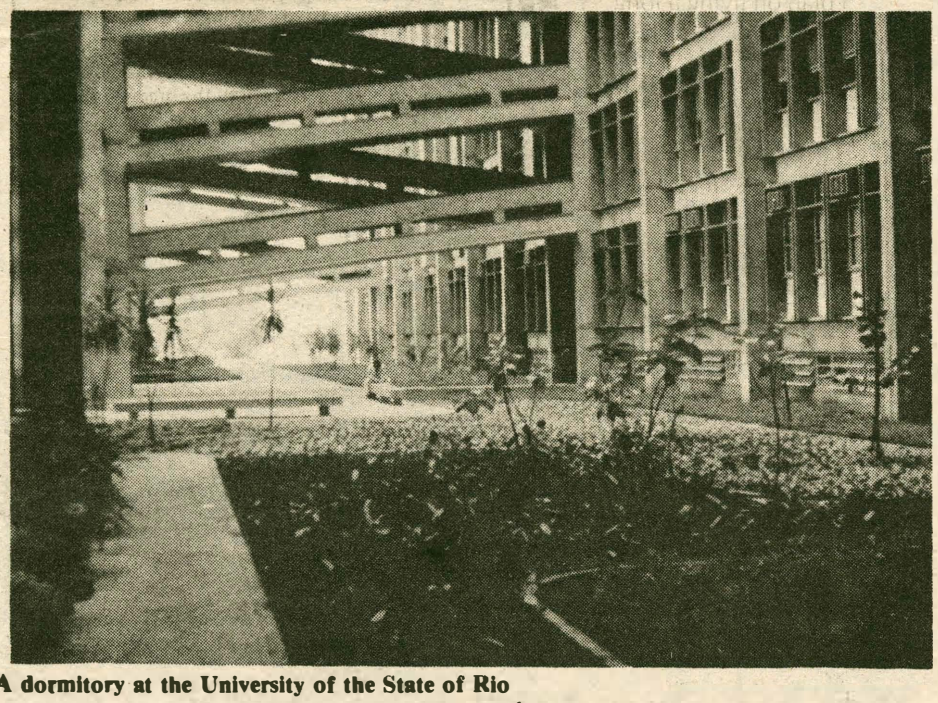
Basically, the UERJ is a twelve-floor complex of six buildings linked to each other through ramps. In each of its floors there is a department or a college. The first floor is where the offices of the administration and Deans are. Very convenient for its users — from their cars straight to their offices. There is no public elevator for the first floor. There is no contact between administrators and students.

The architecture of the building reflects the political organization of the school, at the same time establishing analogies to the governmental, dictatorial structure. As you enter the main building you feel the authoritative, repressive power. The solidity of the masonry is an attempt to reflect the solidity of the State. Curiously the lighting system, which is bad, creates an atmoshpere of darkness.

The colleges are organized as follows: the seventh floor is the college of law, the ninth floor the college of physical education, the tenth floor the college of the mathematics, the eleventh floor the college of literature, and the twelveth floor the college of education. Since I was a student at the tweleveth floor I am not very familiar with the way the other floors are organized. It seems that that is the administration's interest, avoiding integration, and communication among students is also avoided by the fact that there is a snack bar on every other floor. Unity among students leads to the encouragement of the exchanging of ideas. It implies questioning the system and its authority. Consequently, the authorities at the university are not very fond of the idea of this unity which can grow among students.

Lack of support. In working with the Student Assembly one of our demands was for a better quality of education. This calls for better teachers. The farthest I could go was to talk to the course coordinatior. During our talk, I felt he knew that my statements were true but he couldn't agree with me; otherwise he would contradict the principles of the authority he represented. You see, it is the government who chooses the administrators and faculty. It is the government who doesn't have any interest in a strong creative faculty, which would encourage a provocative student body.

Helena Nejman



A dormitory at the University of the State of Rio

Lack of concern. How many papers did I write which were not even read! Once I took a chance and changed dates and names in a paper just to see if they would be corrected. They weren't. Another time I went too far when I changed subjects in an exam. I failed it.

Life in Rio was a vaccuum, a feeling of emptiness and frustration. I felt I was one more toy of their game. It is only by experiencing it that you can really understand it. What a change it was coming to Hamilton. It took me a whole year to realize that here teachers care about your work and you as a person. (Please note that I am talking about my personal experience.) Teachers in Brazil would stand on an imaginary pedestal in a trial to deny their weaknesses by stating that we are merely students and that we have no knowledge for we have not lived as long as they have. In the arts field in particular, they would say that everything is all done. They discourage you instead of helping you to achieve your abilities and stimulate your creativity.

And what a change in pace of life. Each fifty-minute class at Hamilton is so productive, while UERJ classes are at least one and a half hours of "beating around the bush." We would arrive half an hour after the beginning of the class, fight the boredom for fifteen minutes and leave for a *cafezinho* at the snack bar until fifteen minutes before the end of the class. But at Hamilton the days are packed with content. Being able to read, listen, discuss, write, create, makes me much more pleased. Most of the Americans do not understand me when I express my love for Hamilton and thanks for this oportunity.

From Rio to Hamilton was not only a change on an intellectual level but, obviously, quite a change in social terms as well. The well known "cultural shock" also affected me. I come from a country whose people are known for their heart warmth. No wonder, with all that sun! There is more body contact among Brazilians specially among the *Cariocas*, people from Rio, for they are used to walking along the beaches with their bodies almost naked all year long. Now, imagine myself crossing Hamilton College's campus, with my hands into my pockets, trying to get used to complimenting people at a distance. At first, I think, I imposed (consciously or unconsciously) my Brazilian personality into this new environment. Some people couldn't take it, and although they came close to me they suddenly ran away. Too much of a fire. At that point I realized that in order to be accepted by the Americans I had to put aside some of my Brazilian character. But I wasn't being myself and soon I gave up playing this game. I figured out that it was more a matter of people getting used to me and finding Americans who have some *sabor brasileiro* within themselves.

Just visiting from Scotland

continued from page 4

In Scotland, courses are done more on a yearly basis than by semesters. Another interesting facet is that in all but one of the universities and in most of the courses, the whole grade may be based on a couple of final exams. Having grown up and become hardened to finals during secondary school means that the exams are not so intimidating as they may appear. Believe me, continual assessment is just as much of a strain as the so called crunch of exams.

The cliche "travel broadens your outlook on life" has only become so over-used because it is so true. I get zero out of ten for originality but it is hard to express the meaning any better than in this cliche. People all over the world are different. But here there has been no culture shock to remark on. There are many fascinating observations to make but generally the similarities greatly outnumber the differences. However, it is the differences which obviously stand out. The recipe for a boring article would be for me to discuss the similarities between the United States and Scotland. You are often left struggling for words to express just where the outstanding differences lie. It is so obvious that they are around you and are influencing you, but exactly where and to what degree will probably always be a mystery.

Much of my time has been spent with a very non-representative section of the population. It would be very unrealistic to say that all Americans between the ages of 18 and 22 show the characteristices observable on this campus. It is, however, remarkable that despite this apparent non-representative cross section, there exist so many minority interest groups. It could be argued that the campus is well-balanced. There are relatively few radical action groups, and fashion and popular music trends form slower and longer waves than in Britain.

If the chance of a year or semester of study abroad ever comes up it is bound to be a success. It will be a success if you have a year which resembles one long party and the fun and pleasure are never ending. It will be a success if every day you are miserable, not only finding the conditions unpleasant but finding the people particularly offensive. Eternal heaven or eternal hell, you will return home the better for it.

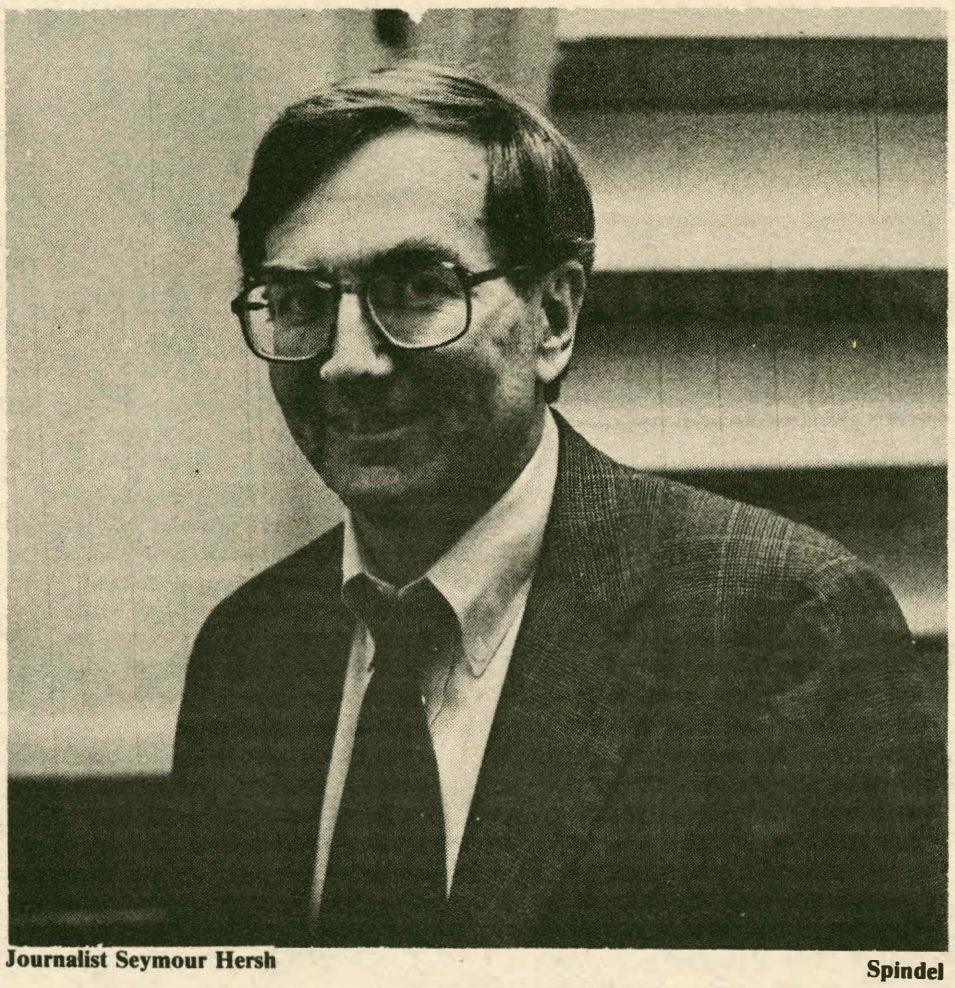
Hersh analyzes power of press

continued from page 1

tions of what compromises news and by careful manipulation of the public relations in the White House. Said Hersh, "There's nothing we can do to keep a president from manipulating us. Just look at Ronald Reagan — it's been so easy for him. Don't tell us and we don't find out. We're just not that good."

To illustrate his point, Hersh then discussed the role — or lack thereof — which the press played in recent American history. Specifically, Hersh focused on the years (1969-74) of the Nixon administration, including those events which constituted the Watergate scandal. According to Hersh, the general and widely-accepted perception of Watergate is that it was a true victory for the press; supposedly, the American press cracked the scandal and brought it before the public. Explained Hersh, "The American press was led by these two wonderful reporters, Woodward and Bernstein (or was it Redford and Hoffman?). The press defeated Nixon, the press won a great triumph — that's the usual idea, and they do deserve all the claim they got."

Nonetheless, Hersh's personal "definition" of Watergate does not label it as a victory, but as something of a defeat — the press, it seemed, was totally unable to detect the scandal as it was going on, nor was it aware of Nixon's bombing of Cambodia until years later. Said Hersh, "Nixon came into office with this secret plan to end the Vietnam war — he would show the other side that we were willing to take a risk. He was going to bomb Cambodia — only he wasn't going to tell anybody . . . he had been in office less than two months when a big attack was launched against Cambodia." The public knew absolutely nothing of this and subsequent attacks, despite a slight leakage which merely hinted at one particular bombing, and which resulted only in the instigation of Nixon's now infamous wire-tapping procedures.



Journalist Seymour Hersh **Spindel**

Said Hersh, "By mid-May of 1971 Richard Nixon was bombing in secret and wire-tapping in secret. He had dropped over 110,000 bombs on Cambodia . . . *then* we invaded Cambodia. He got on television, looked us straight in the eye, and said 'We have never violated the neutrality of Cambodia until now' — the whopper of all time!"

After a few lengthy "asides," Hersh continued his discussion by pointing out that the Pentagon Papers — transcripts from the Johnson administration which displayed "the same language, the same note of arrogance" as the famed Nixon manuscripts — were not discovered until former White House official Dan Elsburg leaked them. As a result, explained Hersh, Elsburg was harassed by the White House, and neither the public nor the press knew absolutely anything about any White House scandals — either bombings or wire-tappings — until months and years after they had occurred. Explained Hersh, "When did we learn about all of this stuff that was going on? We learned about the B-52 bombings in May 1973. We learned about the wire-tapping in May of '72. We learned about Elsburg in May 1973. All of this is *after* the election, *after* Nixon got in for a second term."

In concluding his lecture, Hersh said "the press didn't save us with Watergate, they made it possible — they brought it to us. They didn't do the job, they didn't break in at *all* with those guys. They weren't able to produce anything until after the election." Although frequently insisting that he did not want to give a "doomsday" picture of the American press, he was nonetheless quick to point out that modern jounalists are forced into submission by the power of big business and by the "tradition" in White House relations of "not telling the truth." "Hey, we're not that good," said Hersh. "I wish I could tell you something more pleasant, but I can't."

Still an issue after all these years

by James Furman

Alcohol. We're all aware of it. In fact, an adult American cannot help but be aware of it. To see how thoroughly integrated alcohol is in our lifestyle one need only turn on the television or flip through a magazine. As students at Hamilton, we need only consider the "successful" parties — Beer and Band, Champagne, Gin and Juice — or glance at a bowl of alternative beverage littered with cigarette butts, or look at the amount of vandalism caused by drunkenness. Like it or not, alcohol is a part of our lives and for many too large a part.

Although down substantially from last year, campus vandalsim is still one of the most obvious indicators of alcohol misuse, according to Physical Plant Director Alan Lewis. "The deliberate damage — like a smashed plate glass window in Burke Library — is obviously the result of drunkenness." Lewis also noted that a substantial amount of such deliberate damage takes place over weekends and especially at night. The problem, however, arises not in the amount of damage, but in how to curb that which we have. According to Dean of Students Jane Jervis, "Although the problem of alcohol misuse and the resultant damage is not on the top of my list, it is an important issue that requires attention."

Similarly, Lewis said, ". . . vandalism is certainly no more of a problem here than it is at any other school, and it's certainly not my biggest problem." Clinical psychologist Don Muilenberg agreed with Jervis and Lewis in not placing the alcohol problem as the number one problem, but he qualified his statement. "I think if you modify other elements within a society you create an environment where students get interested in things besides alcohol and where they learn not to abuse it."

In fact, this has been exactly what Jervis has been attempting to do through the formation of the Alcohol Awareness Committee and a new alcohol policy. "Recently we've been trying to create a situation where peole are more aware of alcohol and where they can deal with it sensibly. Insofar as vandalism goes, what I'd like to create is a sense of awareness. I'd like to have peole develop a sense of home about Hamilton; I'd like people to say, 'Hey, don't break that, this is my dorm, this is where I live.' But people here don't seem to care much and by not caring about the situation, they welcome alternatives like increased security and disciplinary action. After all, apathy is an invitation to totalitarianism."

Like Jervis, Muilenberg agrees that a large peer pressure network would be most effective in preventing alcohol related vandalism. "I've always felt that Hamilton was too lenient with major offenders. I'm not a punitive person, but I feel we have a responsibility to our students to make them grow and mature, and that means not treating them differently than they would be treated in the outside world. If you set an example of one offender it has an effect on the behavior of all students. And, of course, you're always going to run across individuals who don't care about others' rights and who don't respond to decorum. These individuals should be separated from that particular society. All in all, I feel an environment with a little more structure would be helpful. If there was pressure to fulfill requirements and have responsibility, it would all filter down to improve the way of life here and it would definitely help any alcohol problem."

For Lewis, damage caused by drunkenness will always be around. "Kids have always done crazy and stupid things when they're drunk and I'm sure they always will. That's not to say its all right, because it is definitely not, but, as I've said, it's not a big problem." Mr. Lewis observed that as of February 1982 vandalism at Hamilton amounted to about $10,000. This year, the same reading had decreased by $2,000. In addition, the number of repair jobs on schedule for this year has decreased by 115 over last year. Like Jervis, Lewis feels the key to a further reduction of vandalism lies in making the dormitories more home-like. For example, ". . . Dunham is cold and austere with its cinder block walls. A student really won't care if it gets damaged. As a result there's a lot of damage in Dunham. The opposite can be seen in those dorms where residential/lounge spaces have been created. In these areas there is very little damage — and it's because the environment is more home-like. As a result students take care of them." While a good portion of damage can be attributed to drunkenness, Lewis noted that a lot comes from other sources. "I'd say about sixty percent of campus damage comes from drunkenness — deliberate damage. The remaining forty percent however is the result of horse play; students who break a light fixture while playing hockey in a corridor."

And so, while total amount of vandalism resulting from drunkenness seems to be decreasing, the issue remains an issue for concern among all members of the Hamilton community.

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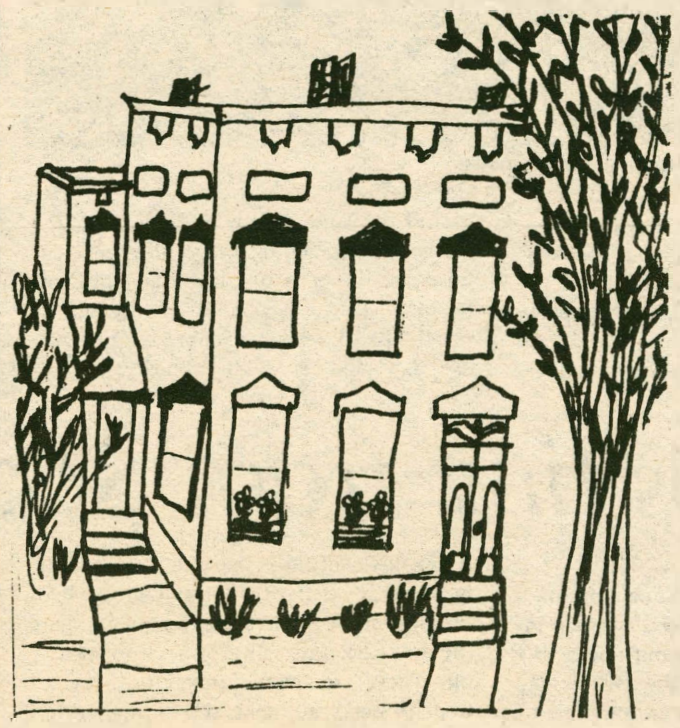

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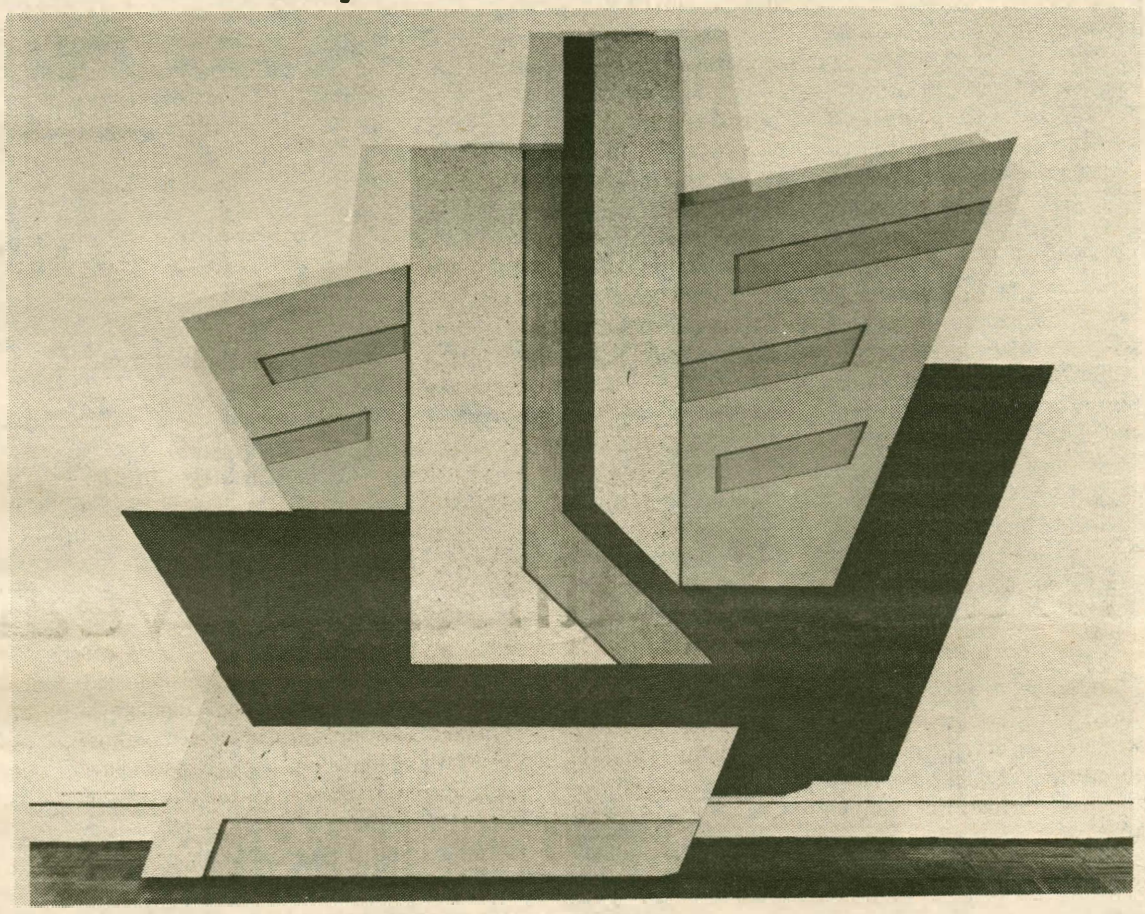
Art from the Ivory Tower

The opening of *From the Ivory Tower: Selections from College and University Collections* in Hamilton College's Fred L. Emerson Gallery will be celebrated with a public reception on Saturday, April 9, at 4:00 pm.

The exhibition contains 62 works borrowed from 15 colleges and universities in the northeast. The works on view are intended to illustrate the history and philosophies of collecting within the tradition of American liberal arts education.

Important works from some of the oldest college collections in the country will be represented. From Smith College will come Winslow Homer's *Shipbuilding at Gloucester*; from Amherst, Gilbert Stuart's *Portrait of Captain Sir Richard Pearson, R.N.*; from Williams, Georgia O'Keefe's *Skunk Cabbage*; from Dartmouth, *Portrait of John Joseph Borie* by Thomas Eakins; from Middlebury, *Adam and Eve,* an etching by Rembrandt; from Vassar, *Landscape with Herdsman* by Salvator Rosa; from Brandeis, Toulouse-Lautrec's *Viellard a Celeyran*; from Brown, *Gabin* by Frank Stella; and from Syracuse University, *The Gospel Train* by Steuart Curry.

The exhibition will remain on view through June 4. Gallery hours are: Monday through Friday: 9:00 am to 5:00 pm, Saturday and Sunday: 1:00-5:00 pm.



Frank Stella's "Gabin" at new exhibit in the Emerson Gallery

By the time we get to Clinton. . .

by Teresa O'Rourke

There's always that thrill and frustration one feels during a first performance. Opening night audiences, since they are made up of everyone's Mom, Dad, and friends, are always the best even though they are not usually treated to the best performance. Last Tuesday night, however, the frustration was lost and only the thrill was left as the Hamilton College Choir and Brass Choir returned from their nine-concert tour to give their best performance to the folks at home.

The strength in the performance of both the Choir and the Brass Choir lay in the tightness of the program and the balance within the groups themselves. Both the first and second halves of the evening were divided into three sections, with the Brass Choir playing in the first one followed by two collections of pieces by the Choir. Even more impressive, though, was the balance and interaction of the voices in both groups, especially within the Brass. When given the chance, sections of better quality shone through, but there was never a sense of dominance by one voice part or instrument in any of the pieces. This conscious effort to create balance by working together demonstrated the musical sensitivity of the members of both groups and made the performance an exhilarating experience for the listener.

The concert began with three pieces by the Brass Choir. All three were well executed and complemented one another in their lively musical quality. The first was "Tulerunt Dominum," a polyphonic Renaissance work characterized by a close interaction of voices and a briskness not usually found in sacred music. This was followed by Maschera's cazona "La Capriola," another Renaissance piece and again, well played. This section of Brass music closed with a late Baroque piece, bordering on Classical in style, renamed "Concerto for Trumpets." Originally, it was written for seven clarini (valveless trumpet) and timpani, and it was performed by substituting the five modern trumpets and two french horns for the clarini with the lower brass playing the timpani part.

The next two sections were performed by the Choir, with the music divided between the Renaissance and variation on a Psalm setting. Renaissance vocal music is usually meant to be performed by smaller groups so that each line is assured to be heard. The Choir made an outstanding effort to make the ten to fifteen voices on each line appear as only one or two, but unfortunately, due to the size of the group, this was not always possible. Of the three pieces, the most interesting and technically difficult was "Le Chant de Oiseaux," a rendition of different bird calls and difficult to execute, especially in French. The simple polish and playing with dynamic level and tempo in "El Grillo" was a perfect opener for the Choir, while the lovely, haunting quality of "Il Bianco e Dolce Cigno" rounded out the collection perfectly. A special commendation goes to the first and second sopranos for their beautiful rendition of the dying swan's call.

The Choir then moved to their three psalm settings. The first two were variations of Psalm 150, with one rendition Baroque and the other modern. In "Laudate Dominus de Coelis," the Choir was split, with one group singing before the audience and the other behind, up in the balcony, calling back and forth and coming together for emphasis on certain phrases. In stark contrast to this was Ronald Perrera's "Everything that Hath Breath," a piece written for choir and recorded tape.

This piece played with all the conventions of choral music, having the choir speak and chant some words and sing others in harmony and dissonance all to the accompaniment of electronic music. The ethereal quality of the electronic tones fit perfectly and further enhanced the lyrics, making this piece the most striking of the first half of the concert. The best effect by far was the one lone voice sustaining the pitch at the end which gave the audience the illusion of a growing distance between themselves and the singers, leaving them with a sense that the music continued on somewhere else. The first section concluded with a motet in three movements by Johannes Brahms, "Schaffe in Mir Gott, ein rein Herz." Here the Choir sang in mixed formation, something that is more difficult to do, but if successful, gives the music an extra rich quality. The music of the first movement, "Create in me a clean heart, O God, and put in me a new and right spirit," exuded a sense of comfort and warmth, whereas the second movement, "Cast me not away from thy presence, and take not thy holy Spirit from me," began as a plea with a heightening urgency and drama, returning to a state of peace. The final movement repeats the request "Restore to me the joy of thy salvation" in a more positive manner and ends with the joyful anticipation of God's coming with the words "and uphold me with a willing spirit." Throughout this difficult and subtle piece, the Choir exhibited skill, concentration, and sensitivity, thus making it a beautiful ending to the first half of the program.

The Brass Choir reopened the concert, this time with three pieces all from different stages in the Baroque period. The first was from Bach's "The Art of the Fugue," highly contrapuntal in nature while allow-

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Record review: 45 rpm

by Chuck Miller

Orchestral Manoeuvres in the Dark: "Genetic Engineering" **(Virgin/Epic)*****

Anybody who plays the technopop sweepstakes knows about the two faces of OMD. On the one face, their songs are quite danceable, although one forgets the words to pay more attention to the beat. On the other face, their songs are also quite dreamy, slow and wistful, hypnotizing the listener into really paying attention to the lyrics. "Genetic Engineering" has the distinction of being danceable *and* being listenable. The muddy bear starts out slow, then perks up with more electronic wizardry than you can shake a semiconductor at. Even brings in a Speak and Spell to beep out "Baby-Mother/Hospital-Scissors/Creature-Judgement/Butcher-Engineer." Tends to get a bit tedious after three or four plays, though.

Berlin: "Sex (I'm A. . .)" **(Enigma/MAO/Geffen)**½**

This isn't the first audio-porn Top 40 single, remember Donna Summer doing "Love to Love You Baby?" The lyrics are filled to overflowing with every possible man-woman combination *Hustler* will allow. Terri Nunn's vocals swim over her male counterpart's when it comes to honest-to-goodness singing and not groaning. "Wrap your legs around mine/And ride me tonight," is a taste of how blatant the single got. You can imagine the album cut. Not exactly for the genteel in the audience, but a good dance tune nonetheless.

Afrika Bombaata and the Soul Sonic Force "Looking for the Perfect Beat" **(Tommy Boy)****

Melle Mel and Duke bootie: "The Message II (Survival)" **(Sugarhill)****

Afrika what and the SoulSonic who?? Anybody who knows his disco will tell you about this discodance group's first single, the gold-certified "Planet Rock." This group combines the Kraftwerk "Numbers" beat with some stereo magic and vocorder tricks. This is perfect dance-floor stuff, especially considering the unorthodox, unfamiliar beat they call "perfect."

But what about Melle Mel and Duke Bootee, the two rappers behind Grandmaster Flash's gold record "The Message?" Well, they tried to extend that theme with a Kraftwerk-like beat, another batch of synthesizers, and more of the same urban blight that "The Message" brought us. Unfortunately, the one thing they didn't borrow from "The Message" was the heart and soul put into that rap sensation. The effort seems more commercial than honest, and it suffers for that reason.

Michael Jackson: "Beat It" **(Epic)***** ½**

By now you've suffered with the schmaltz of "The Girl is Mine," and the overkilled funk of "Billie Jean," but this third single should win over even some heavy metal fans. Eddie Van Halen guest stars with screaming guitar riffs all over the place, and with Quincy Jones producing this masterpiece, the song fares well. The lyrics aren't very substantial, which is why I docked it half a star. But "Beat It" goes a lot further than being just the token heavy metal song on the *Thriller* album.

Prince: "Little Red Corvette" **(Warner Bros.)*****

The Minneapolis funk-synth *wunderkind* releases another gem from the *1999* LP. This song may have the same sexual innuendo as "Sex (I'm A...)," but the difference here is the lyrical content, which gets more meaning from the double entendres than Berlin got from blatant references. The melody hastens back to the 1960's, with the standard verse-refrain-verse-refrain-instrumental-verse-refrain guiding the song. And who can pass up a lyric like "I felt a little ill when I saw all the pictures of the jockeys that were there before me"?

Thomas Dolby: "She Blinded Me With Science" **(Harvest)*½**

Now hold on!! I'm rating the single, not the album cut on WHCL. The album cut would get at least three stars, but this shortened version suffers miserably. First, Dolby's voice seems strained, almost like the boys from the record company recorded this song at three in the morning. Secondly, the musical quality seems stiff and lifeless, as if we were thrown into the song — and later, thrown out of it. Thirdly, many of the sections of the song seem dubbed in, with no regard for continuity. Buy the EP "Blinded By Science" instead of this hogwash. I guarantee you you're getting a better deal.

**** Destined to go triple platinum and be a listener's favorite.

*** Destined to go gold and be a well-listened-to song.

** Destined to go aluminum and be overplayed.

*Destined to go to the trash can.

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Choirs finally make it home

continued from page 7

ing every section to show its ability as each played its voice entrance. It was here that the french horns had the opportunity to exhibit their ability during their striking entrance after the exposition section.

The next piece, Vivaldi's "Concerto for Trumpets," gave juniors Ben Poole and Andy Rosenfeld their time in the limelight. Poole and Rosenfeld played flawlessly and energetically while the Brass Choir shone in their accompaniment. The final Brass piece for the evening was entitled "Baroque Suite" which was actually a sonata, sarabande, and entrada by Pezel played in succession. Here again, the Brass Choir was allowed to demonstrate their ability to work as a group and as individual performers since these pieces called for embellishment in the voice parts. It was a wonderful closing to an outstanding performance of brass music.

The Choir once again returned to the stage to sing their next collection, which were all composed by twentieth century American composers. Without a doubt, it was during these three pieces that the Choir sang their best. All three works were written specifically for modern choir and call for energy in performance, a quality which the Hamilton College Choir possesses and uses to the fullest. The mystery and beauty of the words and music of Samuel Barber's "Twelfth Night" (a tale of the Epiphany) was perfectly communicated by the Choir and was my favorite piece of the program. This was followed by "Tears," a lovely, lyrical setting of a seventeenth century English poem.

To conclude this section of twentieth century music, the Choir obviously saved the best for last. "Song of the Open Road," a setting of Walt Whitman's poetry by Norman Dello Joio, was undoubtedly the highlight of the evening. The words and music are electrifying in themselves, and when combined with the skillful piano accompaniment of Brian Moll and trumpet playing of Ben Poole, there was no way that the Choir could fail. The high level energy of the Choir was sustained throughout the piece and left the audience more than just assured of the Choir's talent and ability.

Rather than try to top their performance of "Song of the Open Road," the Choir shifted gears to the folk side of American music. The first piece simply played with the common melody of the folk song "Shennandoah" but nonetheless had a marvelous effect. Finally, to round out the entire program, the Choir ended on the same light, upbeat note that it began the concert with by singing William Dawson's arrangement of "Every Time I Feel the Spirit."

If you missed last Tuesday's performance by the Hamilton College Choir and Brass Choir, you missed the opportunity to see a top quality student performance. On Sunday, May 8, the Choir and Brass Choir will perform again, this time joining forces to present Paul Hindemith's "Apparebit Repentina Dies," an instrumental vocal rendition of an early medieval Latin text. Whether you are an avid Choir and Brass Choir fan or a newcomer to student performances, I would urge you to continue your support of both groups. . . I doubt you will ever be disappointed for doing so.

Tsutsui

Comedy, tragedy and some pain

***The Last Picture Show.* Directed by Peter Bogdanovich. Starring Timothy Bottoms, Cybil Shepard, Jeff Bridges.**

It is the era of bobby socks, *Your Show of Shows,* and the Korean War. Duane, Sonny and Jacy are teenagers growing up in a small Texas town. They share in each others' hopes and disappointments while attempting to find their identity and establish lifelong security. *The Last Picture Show* reveals that growing up is just the beginning of growing old — the two are part of the same process rather than separate from each other.

The portrayal of the life in this town is etched with comedy, tragedy, and the pain of disappointment — the substance of everyone's life. One of the primary activities among Jacy (Cybil Shepard), Duane (Jeff Bridges) and Sonny (Timothy Bottoms) is the loss of their sexual innocence. The humor inherent in the awkward first-time attempts is developed to its fullest as Duane tries to explain to Jacy why he cannot achieve an erection while she berates him for picking up some vile disease on his weekend jaunt to Mexico. Shepard handles her role as the daughter of the wealthy oil baron with the proper mixture of innocence and cunning. As her steady, Bridges plays a somewhat wilder character than he is usually seen doing. but he is quite good — indeed, he is much better than his other roles, such as Parritt in *The Iceman Cometh.* Yet perhaps the best of the trio is Timothy Bottoms; he deals with the events of his life in the same innocent, silent manner which is somehow eerily appropriate. Regardless of whether he finds love with Ruth or the death of Sam, he searches for something which seems to elude his grasp.

In films such as Woody Allen's *Interiors* and Mike Nichols' *Who's Afraid of Virginia Woolf?*, the use of black and white cinematography was a choice — effective, but not essential. Bogdanovich has no such luxury — black and white provides one-half of the contrast that lies at the heart of *The Last Picture Show.* The bleak landscape is simply a setting — it does not control the lives of these people nor will they let it. They yearn to live and lead different existences — their vibrant struggle to rise above themselves is in poignant opposition to the desolate surroundings. Additionally, Bogdanovich is able to achieve effects with natural lighting and shadows that would simply not work in color. The way the sun disappears and reappears because of shifting clouds is a perfectly natural rhythmic complement to Sam's (Ben Johnson) monologue about his frustrations and past victories.

While the film centers around the exploits of Duane, Sonny, and Jacy, it also examines the lives of those affected in these actions. In many respects, the "minor" characters make as much of a difference as the central ones. As the suffocated, frustrated housewife who has an affair with Sonny, Cloris Leachman proves that she is first and foremost a dramatic actress. As Sonny fills her life, she becomes ten years younger; when he leaves to start up with Jacy, she falls into despair and regresses to the middle-aged woman she really is. Each change in her life is accompanied by a carefully-crafted reaction. Ben Johnson is Sam the Lion, the personally powerful and former owner of all he surveys. He is no longer a rich man, but he has not lost his self-respect and dignity. Johnson is excellent in balancing the humility of a defeated man and a spirit that will not die.

The people of *The Last Picture Show* struggle desperately to change their lives and find that sometimes what they had before was better. But above all they strive to *live* — to rise above themselves as well as their surroundings.

— Michael E. Barry

by Mark Pisani

Mutabaruka: *Check It* **(Alligator Records)**

An amazing set of roots poems are set to some of the best of the most recent skanking grooves. Mutabaruka is a poet from the hills of Jamaica, his poetry is hard, deep and accessible — mainly because Earl "Chinna" Smith, the producer, does not insist on covering the lyrics with ridiculously heavy dub. It would seem that the only two session musicians of any note who are not here are Sly and Robbie; all the other masters are here: Earl "Chinna" Smith, Augustus Pablo, Leroy "Horsemouth" Wallace, Carlton Barrett, and more — apparently, evrybody wanted to work with this new genius. If you buy one roots LP this year. . . buv this one!

Black Uhuru: *The Dub Factor* **(Mango/Island Records)**

This is possibly destined to become *the* dub LP of the year. Ten of Black Uhuru's best tunes reduced to the essentials of reggae — an ENORMOUS bass and a HUGE drum sound. On a really good dub LP, one can normally expect to have at least three outstanding moments of technical genius or prowess, but this disc is packed with them. Produced by Sly and Robbie and remixed by Paul "Groucho" Smykle at The Fallout Shelter, this LP is currently one of the hottest items on the reggae charts and contains prime examples of how an amazing tune can be turned into a completely different animal and still sound (how I hate to use this phrase) ABSOLUTELY AWESOME!! If you buy one dub LP this year. . .buy this one!

Various: *Crucial Reggae; Driven by Sly and Robbie* **(Mango/Island Records)**

A compilation of some of the most recent hits from the production team of Sly and Robbie. This includes the Mighty Diamonds' "Pass the Kouchie," "Soldier Take Over" by Yellowman, and an absolutely crucial version of Marvin Gayes' already classic "Sexual Healing" sung by Jimmy Riley. A good variety is represented here: toasting, lovers rock, dub, roots and dance. Unfortunately, the great JA tradition of bad pressings seems to have been upheld by Island — try to listen to your copy before you buy it. If you buy one compilation LP this year. . .buy this one!

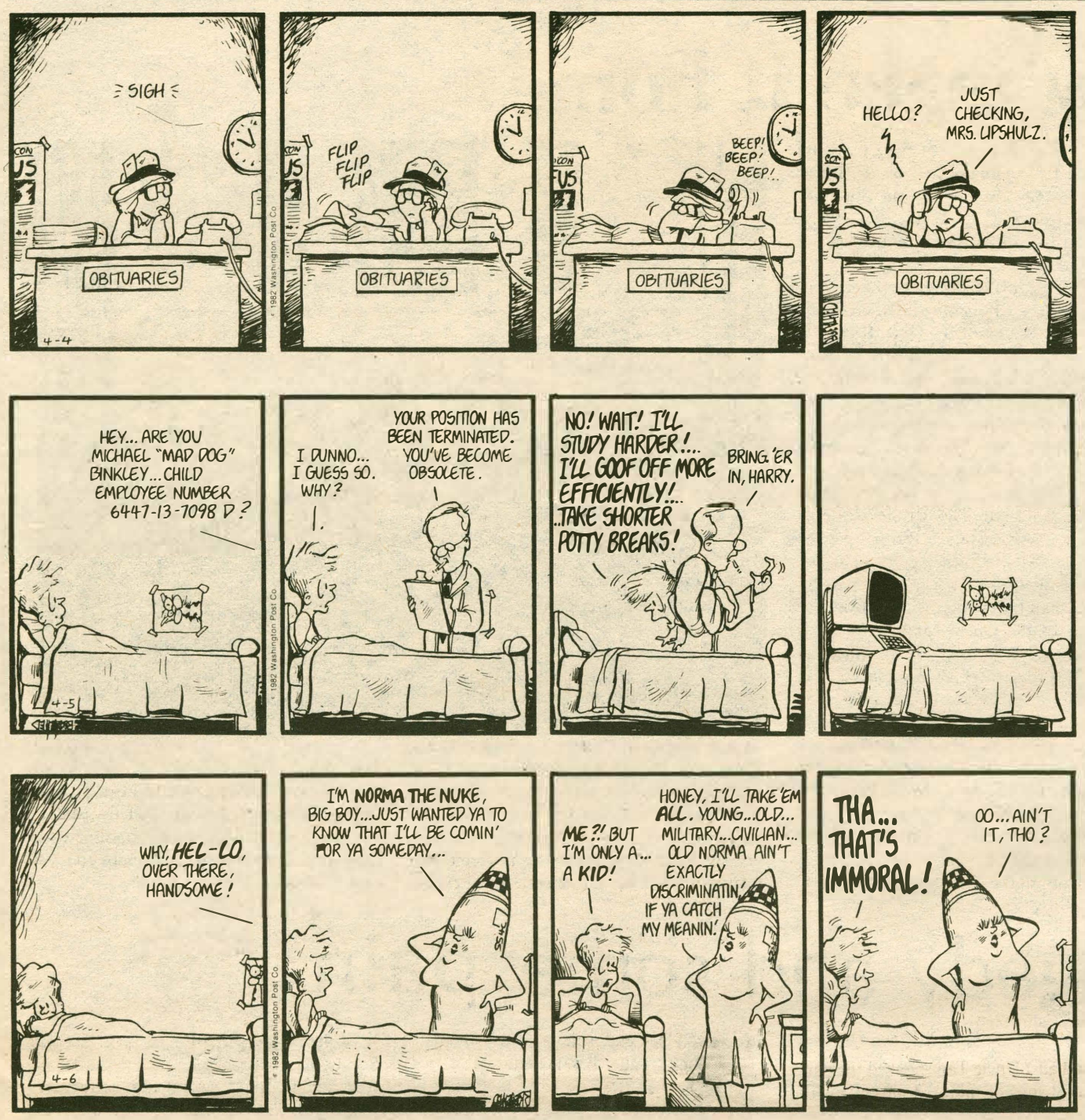
Bob Marley: *Interviews. . .* **(Tuff Gong)**

An interview with the man conducted by Neville Willoughby, interspersed with tunes from representative points in his career. The biggest problem with this is that he is very hard to understand both on the plane of the dialect and the hermeneutical (look it up!) plane. This is probably too obscure for mass consumption, but is still very interesting. The theme of natural mystic runs through the whole effort and the words have not really aged since 1973 when the interview was conducted. If you buy one interview record this year. . .buy this one! "Jah is earth rightful ruler and him dont run no wire fence."

The above LPs are ones which I would arrogantly recommend to those feeling the call to start a roots collection this year, they are all crucial in every sense of the word — unfortunately, some of them will be a little difficult to get hold of. Cho'...One Love...

BE STILL AND KNOW THAT HIS IMPERIAL MAJESTY EMPEROR HAILE SELASSIE I OF ETHEOPIA IS THE ALMIGHTY NOW THE BIBLE SAY SO, BABYLON NEWSPAPER SAY SO, AND I AND I CHILDREN SAY SO, YOU KNOW. . . —Bob Marley

Bloom County


=SIGH=
OBITUARIES
FLIP FLIP FLIP
BEEP! BEEP! BEEP!..
HELLO?
JUST CHECKING, MRS. LIPSHULZ.
HEY... ARE YOU MICHAEL "MAD DOG" BINKLEY... CHILD EMPLOYEE NUMBER 6447-13-7098 D?
I DUNNO... I GUESS SO. WHY?
YOUR POSITION HAS BEEN TERMINATED. YOU'VE BECOME OBSOLETE.
NO! WAIT! I'LL STUDY HARDER!... I'LL GOOF OFF MORE EFFICIENTLY!... ..TAKE SHORTER POTTY BREAKS!
BRING 'ER IN, HARRY.
WHY, HEL-LO, OVER THERE, HANDSOME!
I'M NORMA THE NUKE, BIG BOY...JUST WANTED YA TO KNOW THAT I'LL BE COMIN' FOR YA SOMEDAY...
ME?! BUT I'M ONLY A... A KID!
HONEY, I'LL TAKE 'EM ALL. YOUNG...OLD... MILITARY...CIVILIAN... OLD NORMA AIN'T EXACTLY DISCRIMINATIN', IF YA CATCH MY MEANIN'.
THA... THAT'S IMMORAL!
OO... AIN'T IT, THO?
YOU CAN STOP THE SLICK LINES, MISS NORMA THE NUKE... I KNOW YOUR TYPE...
..YOU AND YOUR PROMISES!... YOU SEDUCE US INTO BLISSFUL COMPLACENCY... AND THEN, WHEN WE LEAST EXPECT IT... WHAMMO!! YOU TAKE EVERYTHING! LEAVING A SCORCHED WASTELAND OF BROKEN LIVES!!
WELL HIT THE ROAD, BABY! I DON'T NEED THE HEARTACHE!
LOVER, ALL YOU TOUGH GUYS WOULD BE AT EACH OTHERS' THROATS IF IT WASN'T FOR MY... CALMING PRESENCE. OO!
NUKES. YA CAN'T LIVE WITH 'EM... YA CAN'T LIVE WITHOUT 'EM.
HI, HONEY... SAY, HAVEN'T WE MET SOME—
CAN YOU HOLD IT ONE SECOND?
RACHEL! CHECK THIS ONE OUT... DECENT CHIN... FUNNY NOSE... A FEW ZITS... NO CHEST...
WHADDYA THINK, RACHEL? I SAY HE'S A "5½." PASS OR GO?
NEVER MIND!
WHAT? GO WITH THE PENGUIN?..
I JUST HAD A PERRIER WITH THAT ATTRACTIVE YOUNG WOMAN WHO RATED YOU A "HOLLOW-CHESTED 5½" AND ME A "HUGGABLE 10." SHE'S SIMPLY A WONDERFUL GIRL, YOU KNOW.
..BUT THEN YOU DON'T WANT TO HEAR ABOUT IT, OF COURSE.
SHE WEARS FLAVORED LIPSTICK. IMAGINE!
TAKE A WALK, SNAKEBAIT.
4-4
4-5
4-6
4-7
4-8
4-9
© 1982 Washington Post Co

Personals

Norbs Happy Birthday, 22 and already found a beautiful chick. Trade ya for seven weekenders? 10? 15?

Honey of the Violins—
Thanx for the birthday cake, even if I yelled surprise first!

WL,
Imepuosity '2
Art History 0
Mondays were never better!
Love,
LB

Hey Mark,
Get a real haircut!

Ben baby,
Don't forget that drink you promised!
—V

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K: "So why don't you let me take you down to old Mexico, Where we can dream, none so sweet as a dream I have of holding you. . ."
R.
P.S. If not Mexico, possibly New Zealand?

Primo,
G&T's at Capt. Loco's! Bring your own stool.

Betty,
Nice head!
L.D.

Gary—
You *still* don't look like Richard Gere. Have you considered plastic surgery?

Chongo needs 5 shroom dogs. Let's keep the Dynasty alive. X4553.

Happy Birthday Mom.

Happy Birthday Sal,
Love Carnegie 105

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Sports

The Hamilton College Spectator
Clinton, New York 13323

Lacrosse trounces LeMoyne 24-3

by Eric Ebbert

Coming off two victories in Pennsylvania during spring break — a 14-8 victory over the Keystone Lacrosse Club and a 6-5 squeaker against West Chester State — the men's lacrosse team routed the LeMoyne Dolphins 14-3 in the Continentals' home-opener yesterday.

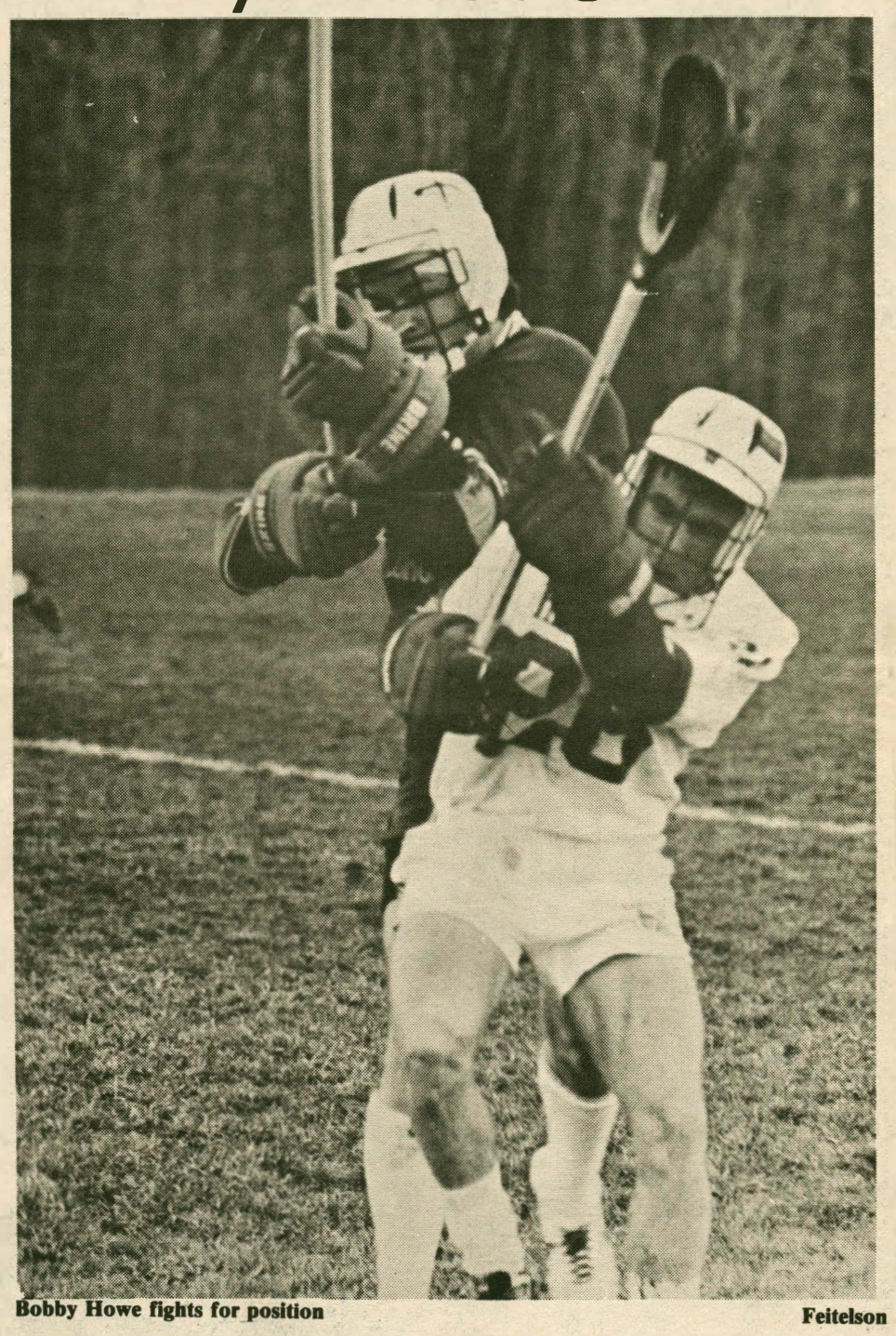
Despite extremely muddy field conditions which slowed down the quicker Continental team, Hamilton dominated every facet of the game from beginning to end. Hamilton lost only three face-offs and won a large majority of the ground balls. The Hamilton starting defensive unit, consisting of Angus McGrath, Sal Angotti and the hard-hitting Mark Bixby, was never tested, facing only four or five unsettled situations. Goalie Jeff Olson played well in the nets shutting out LeMoyne in the first half; junior Steve Burnett took over in the second half and also played well under difficult conditions.

Attackman Phil Hills (two goals, four assists) opened the scoring, giving Hamilton a 1-0 lead within the first ten seconds of the contest. Less than a minute later it was Mark Isaf (one gl., four ass.) taking the ball the length of the field before scoring for the Continentals. Before the four minute mark Bobby Howe (four gls., three ass.) and Mike Mardiney (three gls.) each scored to boost the Hamilton lead to 4-0. If this was not enough, co-captain Caugie Burkhart (six gls.) amazed everyone when he hit on a blind underhanded shot that registered in the upper lefthand corner of the net.

By halftime it was apparent to everyone that the game, for all realistic purposes, was over. The inexperienced LeMoyne squad became demoralized, throwing the ball away on several occasions due to panic. The Dolphins were unable to mount any type of offensive threat (in the second period LeMoyne even failed to clear the ball out of their defensive end) and began to commit penalties simply out of frustration — thus making a bad situation worse.

Although field conditions made play somewhat sloppy, the Continentals moved the ball well and coach von Schiller gave everyone game experience which could prove invaluable in the more difficult games ahead.

Ground balls: Uncle Tan shocked the partisan crowd when he motored the ball upfield and almost registered his first Continental assist. . . Hamilton travels to Buffalo on Saturday to see if death ball can reign over Alfred.



Bobby Howe fights for position **Feitelson**

Caugie Burkhart leads Hamilton on attack **Feitelson**

Evans named All American

Hamilton College's Ron Evans has been named to the second team of the 1982-'83 All-American Division III squad, the National Association of Basketball Coaches (NABC) announced on March 21.

The versatile 6'1'' senior forward from New Hartford, NY, averaged 14.4 points, 9.5 rebounds, 4 assists, 2.4 steals, and 1.2 blocked shots this season. His efforts sparked the Continentals to a 23-3 record, a number three ranking in the NCAA Division III Basketball Poll, and a third consecutive Eastern Collége Athletic Conference (ECAC) Upstate New York title.

Evans concluded his playing career as Hamilton's fourth all-time leading scorer (1359 points) and playmaker (419 assists), and sixth best all-time rebounder (778).

His selection marks the third consecutive year a Hamilton player has garnered All-American honors. Kevin Grimmer and Charles Robinson were third team selections in 1980-'81 and 1981-'82, respectively.

Outdoor track: optimistic

by Mike Brown

How good will the men's and women's outdoor track teams be? Coaches Long and Savitz are both optimistic as they see this season as a time for both squads to produce a great deal of hidden talent. The women's team will be loaded with new runners, while the men will rely primarily on proven veterans.

In such a short season and with so many meets close together, the burden of competition will be particularly tough. For the women, the load will be shared by all, though much of it will fall on the shoulders of Rachel Arnedt and Chris Culver. Both have the potential to qualify for the national championships as Arnedt will be trying to qualify in the javelin throw while Culver will be working the shot put. Other top performers on the team include Kim Swank and Cindy Pensock in the 1500 m. run, Martha Perkins in the 3000 m. run, Pam Fanning in the 5000 m. run and Courtney Brown in the long jump. Coach Savitz believes all of these athletes could qualify for the state meet in May.

A group of newcomers will also be lending support to the squad including Debbie Kliman in the javelin and middle distances, Joan Randolph and Cathy Washburn in the sprints, and Sue Davidson in the long jump.

For the men, the emphasis is on experience. The most experienced veteren of all would have to be Tom Lambdin. Lambdin qualified for the national championships

continued on page 13

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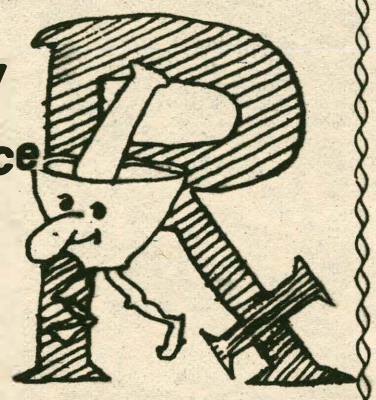

19 College St.

SUMMER TOURGUIDES ADMISSION

The Admission Office wishes to hire one or two students for the summer months. Their major responsibility will be as tourguides although some office work will be required as well. The job will entail 35-40 hours per week at the rate of $3.60 per hour. Work will start at the close of final exams and continue through Labor Day.

Applicants should submit a letter of interest to the Admission Office no later than **Friday, April 15th.** This statement should explain your interest in and qualifications for the job, and should detail your current campus involvement and relevant experience. If you have further questions, please contact Todd Garth in the Admission Office (ext. 4421).

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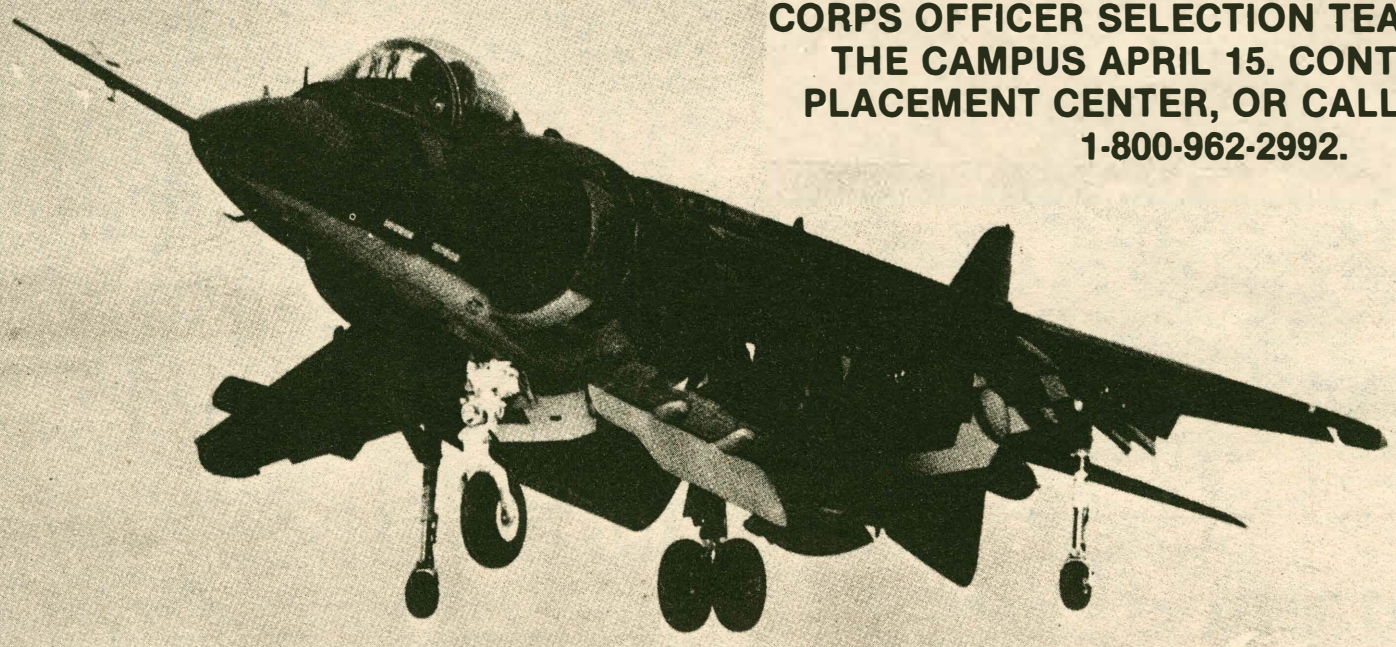


Maybe you can be one of us.

The Few.
The Proud.
The Marines.

Wells spoils season opener 15-1

by Robert M. Paul

The women's lacrosse team opened its season yesterday with a game against Wells. The team's debut was not very successful as it suffered a 15-1 setback. The lone Hamilton goal was scored by Julie Munn.

Although the score was lopsided, coach Sue Spencer was pleased with her team's effort. She cited the fact that the team had only been practicing outside for two days as compared to two weeks for the Wells team. Wells played in Virginia over their spring break and already had participated in four games. Said Spencer, "We really were hurt by the lack of outdoor playing time. I don't want to make excuses, but Wells did have a tremendous advantage."

Spencer was very pleased by the fact that the team did not give up, as the team's enthusiasm and effort remained high throughout the game. This effort was typified by the many offensive surges made by Ellen Kohler. Hamilton's frustration, though, was typified by one of Kohler's shots which beat the goalie but struck the crossbar. Kohler and Vici Yelton, who has been playing despite an injured knee, have been elected co-captains for this year's squad.

The season continues tomorrow as the team travels to William Smith, ranked third in the state last year. Next Tuesday, April 12, the team returns home to host RPI, a new opponent for the team. Spencer is very optimistic about the season saying that the team is "potentially excellent." However, she feels that the team needs a few games to make some defensive adjustments and give the many first-year students and sophomores a chance to gain experience.

Co-captain Vici Yelton on fast break

Continentals fire at close range Feitelson

Rugby survives spring tour

by Hi-Roy Stu-kay

We did not begin the trip with the greatest confidence. Sitting in a DC-10 for 1½ hours while technicians attempt to locate the reason for a cockpit warning light can be unsettling. The problem, however, was resolved and the 1983 Hamilton College International Rugby Touring Side successfully landed in Bermuda.

Our first day in Bermuda ended with the realization that after allocating funds for mopeds and drinks hardly anyone had enough money to eat. Fortunately there was a fruit-bearing tree by our guest house. Steve Janis' attempt to receive something more than meals was foiled. He explained his failure by stating "Girls know I'm a fool, they can sense it." He did, however, engage in some creative interpersonal confact later in the week with Walter, who was 15.

Soon after arriving in Bermuda the team learned it would be battling more than an opposing side. We also had to contend with the island itself

Andy "Crash" Melnick became the first casuality when he played chicken with a taxi and lost. "Crash" temporarily lost sight of the fact that in Bermuda people drive on the left side of the road.

The second mishap involved Cliff Robitaille, who some of you might know as Greg. Cliff, similar to some circus performers, attempted to plunge 12 feet into three feet of water. It wasn't the fall that got him, just the sudden stop. Add to the list three other moped accidents and other minor mishaps. Final tally: Bermuda 8, Hamilton 0.

We also did manage to play some rugby, and on Wednesday took on the Bermuda Hotel College RFC. The first half went surprisingly well considering the inability of some players to participate. Robby Godosky scored first on a beautiful pop kick try. Later a penalty kick was added and at the half Hamilton led 7-0. The second half was quite a different story. The Bermuda side, which was at the end of their season, combined superior conditioning and aggressive attacking to score three quick tries in addition to shutting down Hamilton's attack. The final score was... ah... we lost.

Captains Scott Klimo and Ted Spangenthal were pleased with the overall play of the Hamilton Ruggers. Both are confident that Hamilton Rugby will continue its winning tradition of the past several years. Tomorrow Hamilton faces Amherst at Amherst.

Rucks and Mauls:

I thought he was dead. It's a whole different world. Jeanine, Jeanine, Kristen, Page, Michelle, Walter, Mary, Billie Jean. *(I'm leaving on a jet plane don't know when I'll be back again.)*

Outdoor track: optimistic

continued from page 11

last year in the hammer, and coach Long believes that this season Lambdin could repeat last year's marks or do even better. He capped off a superb indoor season with a third-place finish in the 35 lb. weight throw in the state track championships. Peter Tortolani is another veteran who could quite possibly qualify for the nationals. Tortolani's event will be the steeple in which he qualified for the state meet last year. Other possible national finalists include Steve Morrison in the javelin, and Michael Sullivan in the dicus.

At almost all events this year, the men will have depth. At the 10,000 m. event both Andy Spence (Hamilton's indoor 5000 m. record holder) and Kevin Brown have the potential to qualify for the state championships. In other events, the 1500 m. run features Hugh Brody and Dan Rosenbaum, the hurdles with Bernie Scozzafava and Chris Wigger. Bill Brower will compete in the high jump and 400 m. run, and Ed Dupree will accompany him in the high jump while Paul Debruyn and Mike McGlaughlin will vie in the 400. Mark Zuckerman and Steve Gelver will compete alongside one of Hamilton's best middle distance men in years, Jeff Pollock, in the 800 m. run. And finally, Aeon Cumming and Jim Dennison will run in the 200 m. dash.

Unfortunately, injuries have taken their toll on both the women's and men's teams thus far this season. For the women, Julie North and Pam Goldman will be lost for some time, while the men's injury list keeps getting longer. So far, Scott Amoye, Andy Wertz, Peter Sheehan, and Jon Red have all fallen. Despite these losses, both Long and Savitz have remained optimistic about the chances of winning seasons for their squads.

Baseball prepares for doubleheader against RPI

by Wayne Greene

Coaches Steve Stetson and Dick Hunt know the nine players who will take the field on Saturday against RPI, but both coaches are very puzzled about the possible results. After making the final cuts Stetson was left with five freshmen, two new sophomores and one new junior. No first-year Continentals will start on Saturday, but the new players will work their way into the game in certain situations.

Coach Hunt is optimistic about the season after a 12-8 slugfest victory over the Herkimer Generals Wednesday on Royce Field. Hunt remarked that there were a few problems concerning the lack of control of the top pitchers, but as weather improves the pitching should settle down. One strength that Coaches Hunt and Stetson noted was the ability of hitters to use all the fields and not just pull the ball. Freshman first baseman Wayne Greene and sophomore pitcher Dom Caruso hit back to back opposite field doubles to give the Blues the go-ahead runs against Herkimer.

Yet Hunt is still cautious about the Continentals' chances in 1983 stating, "We have a very tough schedule including NCAA teams such as Rochester, Oswego, and Division I neighbor Utica. If we play solid fundamental baseball, we'll do very well this year."

In the scrimmage against Herkimer, sophomore outfielder Doug Welch had two rbi's including a deep sacrifice fly to get the Hamilton nine on the scoreboard, and a sharp single to right. Freshman Wayne Greene had a double, a triple, and two rbi's. Of the Hamilton pitchers, captain Mark Healy and junior Bob Moore exhibited good control in calming the Herkimer bats.

Proposed constitutional amendments

Article 1
No change

Article 2

Sections 1 & 2
No change

Section 3a. The Executive Board shall be composed of the following 24 distinct voting members who upon their respective elections will become members of the Executive Board of the Student Assembly.

a. The Student Assembly President (Chairperson of the Executive Board)
b. The Executive Vice-President
c. Treasurer (elected from at-large members)
d. Secretary (elected from at-large members)
e. Recording Secretary (appointed from at-large members by the President)
f. The Academic Chamber Chairperson
g. The Residential Chamber Chairperson/ Interdormitory Council President
h. The Student Activities Chamber Chairperson/Program Board Chairperson
i. The Interfraternity Council President
j. The Senior Class President
k. The Junior Class Representatives (4 at-large positions)
l. The Sophomore Class Representatives (4 at-large positions)
m. The Freshman Class Representatives (4 at-large positions)
n. Honor Court Chairperson or designee
o. Judiciary Board Chairperson or designee
p. Senior Class Representatives (3 at-large positions)

Section 3b
No change

Section 4. The following rules shall govern the election of the offices of the Executive Board:

a. The President and Executive Vice-President shall be elected in accordance shall be elected in accordance with with Article 6, sections 2 and 3.
b. At the first meeting of the Executive Board the President shall appoint a parliamentarian and a sergeant at arms from within the Student Body.
c. Treasurer and Secretary are to be elected by an election from within the body once fully constituted. These offices are to be selected from the at-large representatives elected to the body.
d. Recording Secretary shall be appointed by the President of the assembly. This position may be filled from within the body, an at-large representative, or any other member of the student body.

Section 5. The following shall serve in an advisory capacity to the Student Assembly (and specifically to the Executive Board):

a. The Publications Board Chairperson or designee
b. This individual may attend any meeting of the Executive Board or the chambers at their discretion or at the discretion of the President of the Assembly.

Section 6. There shall be **five** officers of the Executive Board of the Student Assembly of Hamilton College.
Points a & b
No change
c. The Treasurer shall act as Chairperson of the Funding Committee (which makes direct financial allocations to individual campus clubs, organizations, or committees subject to the approval of the Executive Board) and shall supervise the disbursement of all funds of the Student Assembly. He/she shall present a monthly report to the Executive Board informing the Executive Board of matters pertaining to the budget. He/she will also serve as one of the student representatives to the Administration's Advisory Committee on Finance.
d. The Secretary shall be responsible for conducting all formal correspondence between the assembly and the College administration or student organizations, as well as the maintenance of all records of the assembly and respective chambers, and the supervision of the recording secretary.
e. The Recording Secretary shall be responsible for the minutes of assembly and executive board meetings, the approval of said minutes, and the distribution of minutes to the appropriate individuals or offices. He or she shall be responsible for notifying executive board and assembly members, at the request of the president, of all meetings at least 48 hours in advance of the meeting through written notice. (Exceptions to this notification rule may be made at the discretion of the president.)

Section 7
Points a & b
No change
c. The Student Activities Chamber shall be composed of the president or, the president's designee, of each club or chartered organization and two members from each of the junior, sophomore, and freshman class at-large representatives. These at-large members are to be appointed by the President of the Assembly at the first meeting following the election of these members. The Student Activities Chamber shall have four officers, Chairperson, who is also the Program Board Chair, elected in accordance with Article 6, a Vice-Chair, a Treasurer, and Secretary each elected at the first meeting of this body; all must be members of the body. The Vice-Chairperson shall be responsible for the daily management and coordination of the chamber's activities and is directly responsible to the chamber chairperson for doing so. The Treasurer's responsibilities include management of all fiscal matters for the chamber, to include a monthly financial report to be filled with the Treasurer of the Assembly. The Treasurer is also an ex-officio member of the Assembly's funding committee and shall meet the responsibilities imposed by said membership. This chamber shall be responsible for overseeing those student groups and committee appointments stipulated in Article 4, section 2,c. In making all appointments the chamber is directly responsible for notifying the respective appointees and committees, once said appointment is approved by the Assembly President. This notification must be in writing and a copy must be supplied to the Executive Vice-President within two days of said approcal.

Section 8
Substitute the word "once" for "twice" in line 4.

Section 9
No change

Section 10. The President of the Assembly has the prerogative to dismiss any member of the assembly for having missed three consecutive meetings of the Executive Board or for having missed four or more meetings during one semester. Gross neglect of duties, other than attendence, shall also serve as reason for removal of any assemblyperson. However, removal on grounds of gross neglect requires a three-fourths of the Executive Board.

Sections 11, 12
No change

Article 3

Sections 1, 2, 3
No change

Section 4a
Same as the current section 4.

Section 4b. Chartered organizations shall be defined as: any group officially recognized by Hamilton College and the Student Assembly of Hamilton College. Rights and privilédges include:

1. permission to reserve and use campus facilities free of charge provided proper request and notification procedures are used. Request procedures require that organizations initiate the request through their respective chamber chairpersons. After notifying the chairperson requests are to be presented to the Director of Bristol Campus Center for scheduling
2. the use of campus vehicles, at a normal rate, provided the proper requesting and driver registration procedure is followed.

Section 4c. Organizations may be chartered under one of two categories:

1. type A, entitling the organization to funding from the Student Assembly; the amount of funding will be determined by the Funding Committee of the Assembly and approved by the Executive Board, in accordance with established funding guidelines;
2. and type B, which does not entitle an organization to funding from the Assembly; however, funding may be procured from alternate sources.

Section 4D
All chartered organizations are subject to the following conditions:
a. all charters are subject to a review every two years.
b. requests for a change in charter type must be made through the Vice President of the assembly. Changes in charter type will be granted only after a complete review of the club/organization, ensuring that it meets the qualifications for said change.
c. the Assembly reserves the right to revoke or recharter any organization.

Article 4
Section 1.
No change
Section 2.
a. No change.
b. Substitue Secretary for the words Vice President for Communication
c. No change to Executive Board duties. Academic chamber's duties under part 1 changed to read "The tenure committee and chairperson (**shall be a senior** and must be selected from within the Chamber.)
The Residential Chamber is *no longer* responsible for the Student Services Committee.
The Student Activities Chamber *assumes* responsibility for the Student Services Committee.

Article 5
No change

Article 6
Section 1 The Election Committee's Chairperson, who must be a senior, shall be required to contact the winners, losers, and run-off candidates of each election. This shall be done by the following morning through campus mail.

Section 2 The following general rules apply to all elections:
a. The signatures of 25 students from the freshman, sophomore, and junior classes are required to complete a nomination. No student may sign more than one nominating petition for each office. Each member of the aforementioned classes shall have one vote.
b. The candidates for each office are required to address the student body via the *Spectator* declaring their intentions and qualifications. Petitions and platforms are to be submitted to the Elections Committee prior to any established deadlines.
c. In the event that none of the candidates receives 40 percent of the votes cast in the general election, or in the event of a tie in the general election, a run-off election shall be held between either the two candidates who received the greatest number of votes or in the case of at-large positions the individuals that received an equal number of votes.

Section 3
a. The following elections are to be held during the spring semester, completion of which must be accomplished prior to spring break, to be completed in two separate rounds of elections.
b. The officers to be elected during the first round are: President of the Assembly and the Executive Vice President (to be elected as a ticket,) the senior class President, the Chairperson of the Judiciary Board, and the Chairperson of the Residential Chamber (must be a dormitory resident during their tenure in office), Chairperson of the Student Activities Chamber and the Chairperson of the Academic Chamber. In each of the above named cases the individual elected shall serve as a non-voting member of the respective outgoing organization and shall assume office upon the election of the new organization.
c. The positions to be elected during the second round of elections are the general membership of the Program Board, the Honor Court, and the Judiciary Board.

Section 4 The following elections shall be held during the fall semester to be completed no later than the fourth academic week of the semester: three at-large representatives from the senior class, four at-large representatives from each of the junior, sophomore and freshman class, and the freshman representatives to the J Board. The following special conditions shall govern the election:
a. In the election of class representatives, each student shall vote for three candidates and the three candidates with the most votes shall be the winners.
b. In the event of a tie precluding an election of four representatives the provisions of Article 6, Section 1, Part c shall apply.

Section 5
Deleted

Section 6
No change

Section 7
In the event of a resignation or dismissal of any member of the Assembly, except the Senior Class President and

continued on next page

Paid for by the Student Assembly

Core curriculum and the seven goals

The Curriculum Commission envisions a Hamilton student who is "cognizant with creativity" and a Hamilton education which is "not just technical" and "not just classical" according to Chairperson Robin B. Kinnel. the Commission has tried to step back and review the curriculum, deciding what are the strong and weak points. Here, The Spectator *reviews the commission and presents the opinions of a few of those "who have a role to play in the curriculum."*

What does it mean to be educated?

by Henry Barton

When asked why they are going to college, students often answer, "to get an education" or "to become an educated person." But what does it mean to be educated? How does a student become truly educated? What sets a Hamilton education off from others? Simply going to college does not make one educated any more than going to work gets a job done. A college does offer a place for higher learning to occur, but it is the curriculum of the institution which is crucial in determining what type of education one acquires.

One can easily imagine what the curriculum of an art school would stress — painting, drawing, ceramics, etc.; or of a business school — office skills, management training, advertising, etc. Such institutions would be preparing students for a career in the art or business worlds respectively. The correlation between courses of study at such institutions can be seen easily. But how can a liberal arts college best fulfill its charge of educating students for life in the late 20th and early 21st centuries? How can the diverse curriculum of Hamilton best be used to produce graduates educated in a fashion that prepares them for the challenges they will encounter?

These and other questions have inspired the formation last spring of the Curriculum Commission here at Hamilton. The purpose of the commission is to study Hamilton's present curriculum and then to suggest ways in which the curriculum can be changed. This method will enable students to get more education out of their Hamilton experience. The Commission's findings should enable Hamilton to adapt to changes which have and will occur in society and add further to the quality of education available at Hamilton.

The first order of business of the commission was to carefully review Hamilton's present curriculum. In examining this area, the commission found that changes were needed, and pinpointed certain areas which needed to be addressed to properly identify what Hamilton desires to do educationally. Basic skills such as reading, writing, oral communication and mathematical or quantitative literacy do, according to the commission, need some form of upgrading. This would hopefully create a better basis for all other learning.

In addition to the questions of basic skills, many people are concerned with broadening student awareness of other cultures, as well as a better understanding of our own. This educational objective is presently being met in a variety of ways — the study of a foreign language or a course such as Asian Studies. Some consideration must be given, however, to decide if this type of study adequately makes the student more familiar with another system, more sensitive to others, or more tolerant of differences.

The commission is also concerned with a student's ability to apply the knowledge he or she learns in one area to other studies. It is thought that the better a student is at relating the knowledge learned in one discipline to the study of another, the better his or her understanding of both will be. In addition, students, it is thought, often do not have the background knowledge necessary to enable them to evaluate critically or appreciate fully the ideas, movements, literature, and art to which Hamilton courses expose them. Ways to correct this deficiency are also presently being considered.

A second discussion on the commission's agenda concerns the freshman year. It is considered by many that the freshman year sets the tone and foundation for the remaining years. Some topics of discussion being considered are: how ideas from different courses can be inter-connected so that a student could see direction in his or her education, and how courses could be interwoven to meet different objectives. Other ideas being considered are ways to guarantee that all freshmen have at least one "small-class" experience. Many freshman schedules are limited to introductory level course which typically have big enrollments. It is thought by many that a smaller class experience would afford freshman attention which they need, perhaps more than upperclassmen. Another suggestion under consideration is the creation of freshman seminars in order to address some of the problems defined by the commission. The practicalities of such a program have yet to be dealt with.

A future session of the commission will deal with the "middle" of the students' Hamilton career. The discussion will center around internship programs and independent projects. The commission hopes that new ways can be found to encourage students to explore and expand academically in areas where their experience has not been too broad. Encountering new ideas, mastering new skills and acquiring a working knowledge of diverse subject areas are all objectives for undergraduate years. Each could be enhanced, some believe, by some independent work, project, or program.

A final session of the commission will focus on the senior year and determine what educational note a student should leave Hamilton on. Seniors must now spend their final semester on campus; discussion on this point will include what the senior should be doing and what preparation can be made for graduate school or career.

Currently Hamilton students must complete specified work in a concentration in order to graduate. Beyond the major, some students take the "Chinese Menu" approach to course selection by just opting for a varied selection without concern for coordination. Some feel this creates disunity and a lack of direction in the student's program. The creation of interdisciplinary minors or the requirement making students propose and adhere to a planned program may add greater coherence to the education. This plan is one of many ideas being considered by those who would like to tighten up the Hamilton education.

The preferences of students in course selections also seem to indicate that students may be shying away from certain course offerings. This fact appears to be especially true of the social science or humanities concentrator vis-a-vis the sciences. With rapid advances expected (and greater concerns shown) in the sciences and increases in technology, many question if students are being educated as diversely as they should be for the challenges of tomorrow. The commission is, according to Professor of Chemistry Robin Kinnel (chairperson), "pleased with the growth of computer literacy among students, but would hope to see more in the future." As Randi Lowitt of the Student Curriculum Committee says, "No one is seriously considering distribution requirements; what is being sought are suggestions on how to better guarantee that the objectives of a Hamilton education are met." This view was reiterated in discussions with both Kinnel and Dean of the College C. Duncan Rice. Students concerned that a core curriculum might be instituted having nothing to fear. The academic freedom which students presently have is not in danger; the concern being addressed now is how to make an even better program available to students, and how to get the students the information they need to make the best selections to fulfill their objectives.

Many suggestions have been proposed for possible reform. The commission reviewed the college course catalogue and found it to be less informative and helpful in making educational decisions than is desired. The course descriptions listed in the catalogue are frequently used by students and faculty in their advisor role. as the sole or significant criteria for course selection. This aspect increases the importance of the catalogue at a school like Hamilton where students have so much freedom in course selection. Recommendations for making the "Freshman Course Book" more informative and helpful in the course selection process can be derived from discussion as well. After all, incoming freshmen must make their initial selections based solely on the material in the offerings book.

While presently relying heavily on input from the faculty, the commission plans on gathering data from other sources as well. Two consultants with expertise in higher education programs have been retained in order to advise the commission, make suggestions, and bring an outside perspective to the issues Hamilton faces. Recent alumni and student surveys are also planned to obtain the opinions of those who have undergone, and are undergoing, the educational process at Hamilton. Dean Rice hopes that interested students will begin to familiarize themselves with the topics of discussion; this fact would increase the value of the input students will make to the decision-making process. The commission may also take a close look at institutions with similar academic objectives in order to ascertain the merits of the methods these schools are using.

The Curriculum Commission's charge of reassessing Hamilton's educational priorities comes at an important time for the school. College enrollment is expected to decline nationally in the near future. By reviewing its programs, Hamilton will retain its high position in attracting quality students. Hopefully the report of the Curriculum Commission will make a crisp statement about the school's educational objectives and provide a direction for students and faculty to follow in order to achieve them.

Proposed constitutional amendments

both the President and Executive Vice President of the Assembly President, the President of the Assembly is empowered to appoint an individual(s), with the approval of the Executive Board, necessary to fill the position(s). In the event of the President's resignation or dismissal the Executive Vice President shall immediately assume the office of the President. The vice presidency shall then by filled by the aforementioned procedure. However, if both the Executive offices (President and Vice President) are vacated the Executive Board shall be responsible for holding another election within three weeks of said event. During the interim, the Treasurer of the Assembly shall serve as Executive officer.

Article 7

Section 1

No change.

Section 2

a,b,c,d,e,f,and g

No change

h. to each spring, allocate up to a maximum of 40 percent of a club's previous year's budget allocation for immediate use upon the commencement of the fall semester; the exact amount allocated shall be at the discretion of the newly elected Treasurer, President and Executive Vice President of the Assembly (and the Funding Committee if said committee membership is established.) This procedure is in line with the college policy of providing, during the spring semester, a minimum funding base for the following year's student activities to allow for the planning of their activities during the following year.

Section 3

Substitue the word "Treasurer" for the "Vice-President of Finance" in both cases.

Section 4

No change

Section 5

The Treasurer and Funding Committee shall work in concert with the Assembly's President and Executive Board in establishing a budget request for the following year. This request is to be prepared and submitted to the Dean of Students prior to the second week in January.

Article 8

Sections 1,2,and 3a

No change.

Section 3b

Delete

Section 4

No change.

Article 9

Section 1

No change.

Section 2

Delete c and d.

Section 3, 4a, and 4b

No change.

Article 10

No change.

Article 11

No change.

Article 12

The Hamilton College Assembly and Executive Board shall have as its advisor the Dean of Students. The Residential Chamber of the Assembly shall have as its advisor the Assistant Dean of Students. The Academic Chamber shall have as its advisor the Dean of the College. The Student Activities Chamber shall have as its advisor the Director of Bristol Campus Center. In any of the aforementioned cases the advisor mentioned may appoint a designee upon notification to the Assembly.

Personal diversity

H. Henry Getchell

Heavy is not in my nature. In fact, I have used the soft sell, beat around the bush approach so often, my number 3 son became annoyed one time and asked me why I didn't come right out and tell him what I wanted him to do. I still feel the gentle approach is more persuasive than the dictator route.

It's an accepted fact, I believe, that no two individuals, of their own free will, will approach a job in exactly the same manner. Now, I'm a reasonably good general mechanic, but I have to go by the book, schematic or instructions to accomplish much of my work. My number 2 son on the other hand, is a talented automotive mechanic blessed with the ability to take apart, diagnose, repair and put back in proper order without the usual aids.

His approach to things differs in other ways as well. While I am now "gung ho" on everyone getting as much education as possible, the mechanic finished his twelve years and that's it. Period. He is now a Marine Corps tank mechanic and, in his mind, has the world by the tail. But. . .most insurance agents use the patent phrase, "God forbid anything should happen but. . . ." If we convert this situation to apply to the Hamilton student, then Hamilton would be no more than a trade school, which it certainly is not.

Considering the applications received each year, this school must be super. Especially from the stand point of offering students the opportunity to acquire a solid liberal arts education. An earned B.A. can help graduates utilize a wide diversity of interests and opportunities as they come head-on with post-commencement living and working situations. The attitude, as in my son's case, that any mandatory, peripheral courses are nothing but necessary evils makes for little comprehension of them and certainly takes all the pleasure out of the final pre-work years.

I believe everyone working for a degree should take seriously any course that does not necessarily fall in line with a major or the work/life concept they have in mind for themselves at this point in time.

Life in these fast changing times can be fascinating or frustrating depending on how well you have personally diversified your education to prepare for it.

Class of Hard Knocks

Snow White and the seven goals

Spencer Finch

Nothing pervades all academic activity on the Hill as much as the seven goals. A Reader's Digest condensed version of the ten commandments, these principles are as permanent a fixture as Chuck the dog or the Kirkland Cottage. But just as Chuck must go one day (drugs can only prolong life; immortality is out of the question), so must those very pillars of academic direction succumb to the ravages of time.

Basically, the seven goals are a nuisance which screw up an otherwise enjoyable four years in the country. They really hit home sophomore year when March rolls around and it is time to go shopping for a concentration. For most, this is the biggest decision since choosing an outfit for the debutante ball (or for non-debs, since choosing new headers for the '67 Camaro). And the faculty advisor is always there, holding the specter of the seven goals over the student's head, constantly reminding him or her that Hamilton has no core curriculum. The scenario usually goes something like this:

"But Ziggy, I don't see any quantitative courses here on your transcript."

"But, sir, French to me is like math. Verbs are like derivatives, and subjects like derivatives. And the subjunctive is like, well, the Pythagorean theorem."

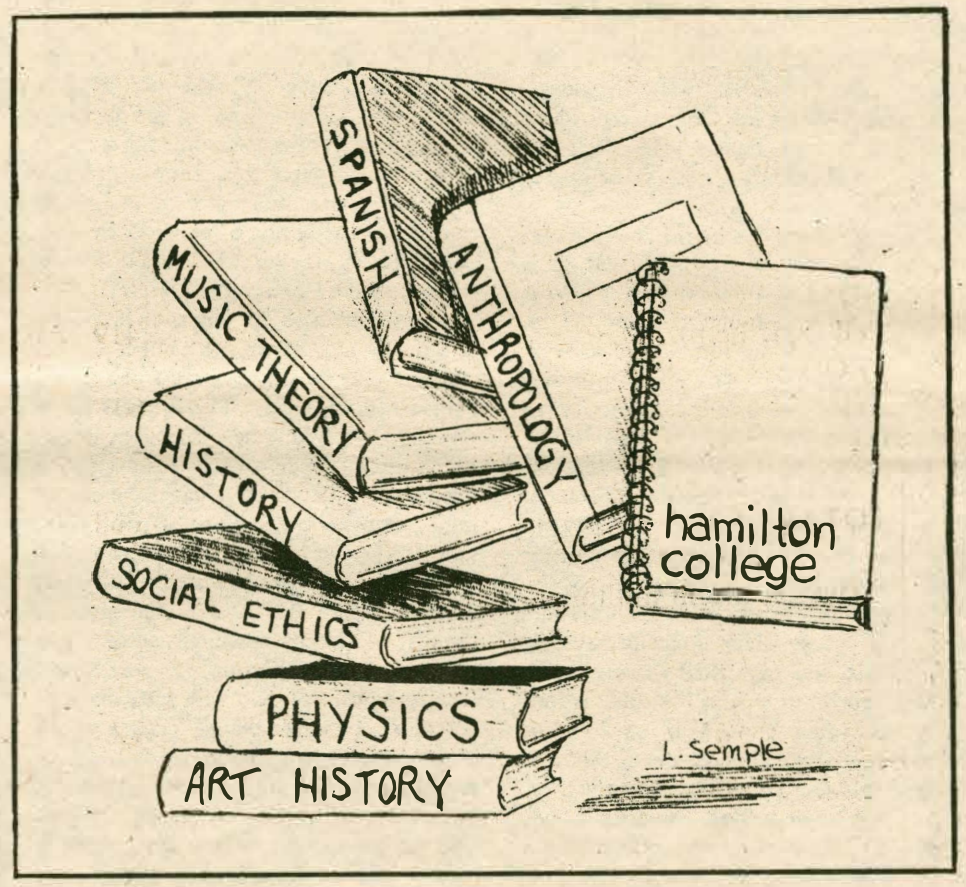
"Doesn't hold water, Zig."

Ziggy will spend the fall semester of her junior year in Math 110 with 24 wiz-kid freshman math jocks and her respectable average will drop like a lead balloon.

This continues until your schedule is filled for the next year and a half and any major at all seems impossible to fulfill. Your parents want one major (economics), your advisor wants another (whatever his or her respective department happens to be, and you start thinking about transferring to an engineering school where you can have some choice of courses. All this deciding breeds indecision.

This is where the inter-disciplinary (sounds like a prison exchange program) or self-designed major comes in. Initially abandoned because of the eighteen required signatures (that's enought to get you on the Clinton mayoral ballot) and endless red tape, these options suddenly become appealing. But such frivolous academic frolicking is normally frowned upon. The proposal is brought before the Academic Chair, fermented in the Academic Chamber, and eventually flushed down the Academic Toilet. Many a brilliant idea is left wallowing in the Academic Cesspool.

Not surprisingly, this forces most students to revolt against the system. There are two avenues of revolt. One leads to the Rok, the other to the Career Center. The first is characterized by chronic insomnia, occasional drinking turned to occupational drinking, and many afternoons spent hanging precariously from Oriskany bridges. The second is characterized by frantic rummaging through files in search of a program abroad. Both are escapes from, you guessed it, the seven goals. Memorandums become threats and threats become empty threats. They are ignored, and no bolt of lightning strikes on March 15. So junior year is used to buy time. Whether it is spent in the Rock of Gibraltar (where no one has ever heard of the seven dwarfs, let alone the seven goals) or the Rok of Clinton (where no one dares to mention either), the seven goals remain just as Eric's swimming pool — out of sight, but still very much alive in some faceless file cabinet.



Senior year brings new values, new accents, new rooms with a fireplace and a closet replete with skeletons — the seven goals and a major. Somehow everything works out. Either the powers that be show uncustomary flexibility and grant the Granola Major, or they are appeased with a stellar fulfillment of the seven goals and forget about the major. Yes, the story ends happily with a walking stick, sheepskin, an overwhelming sense of accomplishment.

But in the end, what else do you have to show for your efforts? "An informed acquaintance with a culture other than their own." Big deal! So does your average *National Geographic* subscriber, and it only cost that person $24.95 without even having to leave the armchair.

Clearly, the current system is obscure, obsolete, and obscene. What do the seven goals really mean? This kind of ambiguity has no place in the eighties. This is the era of personal computers, laser warfare, and techno-rock; there's no room for karma, yoga, and disco-trimmers. We need specifics. The seven cardinal sins are academic lives according to these marshmallowy principles — who can really keep track? With the deadly sins, there's little trouble in determining when you've committed one, the difficulty lies in finding the opportunity. How can we expect to be guilty of the sin of gluttony when ARA serves up elephant scraps and diaper surprise? And adultery. . .really, this is Ham Tech, not Club Med. No, what Hamilton needs are goals as specific as the seven sins and as attainable as the seven goals. The new requirements would be more along the lines of the swim test. I call them the Ronco Plan (from the people who brought you vegematic — slices, dices and that's not all!); crackerjack results with minimal effort.

1. The ability to eat, drink, and sleep with precision and cogency.
2. An informed acquaintance with the opposite sex.
3. Some understanding of, and experience thinking about, organic chemistry.
4. A Wednesday night kazoo performance (solo) in the Pub.
5. An informed acquaintance with a bar other than the Rok.
6. Relative mastery of some particular field of knowledge so that they can define the issues. . .ad infinitum. (I just had to leave this one in, it's so damn relevant.)
7. The ability to refrain from cynical rambling which is so often justified under the guise of intellectual expression.

The Ronco Plan has it all — humility, duty, loyalty, intellectual ability and practicality. And there is no grey area; either you fulfill the Plan, or you walk away sans walking stick. Unfortunately, some will see this academic progression as hedonistic digression. Of course it is a brilliant idea, but I don't have the ambition to get eighteen signatures. And, besides, I couldn't bear fishing it out of the Academic Cesspool.

Hamilton: A liberal (?) arts education

Eric MacDonald

Lately, the students at Hamilton have not been receiving a true liberal arts education. The pressure to excel academically coupled with departmental isolation has caused many students to cut back on the fullness of their education. How many students can claim to have knowledge of, let alone meet the requirement of the ancient goals of the trivium or quadrivium?

How many academic departments make sure that their students have a well-rounded education by truly integrating their knowledge from one discipline to another? At the end of four years at Hamilton, do our students feel that they have brought the whole picture together or are they left with a collection of facts floating somewhere in the cerebral cortex?

The way to counteract this trend is quite simple — core requirements. Unfortunately, to implement this would take a great deal of communication and planning. It would be imperative that everyone involved be concerned with the finished product rather than get bogged down in minor arguments about different academic divisions or departments.

Many institutions dropped requirements during the unrest of the late 1960's. Since that time I feel the quality of our students' education has suffered in terms of breadth. The main goals of liberal arts education (reason and judgment) are not being met. More and more of our students are taking courses for grades or simply to fulfill a departmental requirement. At Adler a few years ago, one of the students in our group admitted to taking only courses in English and theater while he was here.

Are the seven goals of the college really being met? Even worse, are the goals circumvented and patronized just to fulfill generalized requirements? How can we even begin to enforce these goals when some advisers sign *blank* pre-registration forms?! Some students and faculty are not even aware of these seven goals. They can be found right at the beginning of the catalogue.

Too much has been left to the student. The faculty must take a stronger role to insure that our students receive a *more* well-rounded education. Our intelligent young people should not need to be spoon fed, but it appears that left to their own devices entirely they are receiving a very narrow education. Can our entire senior class honestly say they can write and/or speak about: language, history, philosophy, literature, science? After four years here they should be able too!!!

Eric MacDonald is an Associate Professor of Physical Education at Hamilton College

Op-Ed

Explaining the student aid proposals

Edward M. Elmendorf

Dear Students:

By now each of you has probably heard on the evening news and read in your local or university newspaper about President Reagan's proposed changes to the Federal student financial assistance programs sponsored by the Department of Education. I would like to take this opportunity to explain the budget we have requested.

The chart below compares the 1983 student aid budget with our proposed budget for 1984. Because over $1 billion has been saved as a result of declining interest rates, the total funding proposed for 1984 is level with 1983. The difference in the two budgets is where we have put the dollars. We are proposing to consolidate the current six programs into one loan, one work-study, and one grant.

The key principle behind this proposal is that a simplified and consolidated student aid program will benefit both the student and the American taxpayer financing the student aid programs. Simplification will also dramatically reduce the administrative burden which your institutions now face in administering the six Federal aid programs. Reducing this burden will improve your institution's ability to deliver student aid.

We have asked Congress not to provide new funding for the State Student Incentive Grant Program (SSIG), the Supplemental Educational Opportunity Grant Program (SEOG), and the National Direct Student Loan Program (NDSL). We've asked Congress to increase funding for College Work-Study (CWS) and Pell Grant. Under the new budget we expect a higher loan volume and a higher loan average for the Guaranteed Student Loan Program (GSL).

The chart below compares the total amount of aid available to students through the Department of Education under the 1983 and proposed 1984 budgets.

SSIG was established in 1972 in order to provide states an incentive to establish their own grant and scholarship programs. Currently all states have met this challenge and offer very attractive scholarhsip and grant-programs. Known under a variety of different names, these state programs awarded over $1 billion last year. Thus, after 11 years, the incentive provided by the SSIG program has successfully generated more dollars than the Federal government could possibly have hoped.

SEOG was designed to supplement the Pell Grant. Administered by the financial aid office on the campus, the program was to provide students with the financial means necessary to have some choice in which institution to attend. The problem with SEOG is that it is not targeted to help those students who really need federal assistance. If our proposed budget is accepted by the Congress, the new Self-help Grant program will provide needy students with the choice previously reserved for the privileged.

Begun in 1958, NDSL is the oldest of the Federal student assistance programs. Over the past 25 years the Federal government has given schools participating in the program over $12 billion to establish revolving loan funds on the campus. The loan fund is for the use of current and future students. Though no new money is requested for the NDSL program, the revolving funds mean that over $550 million will continue to be available to students in 1984. The amount of money available in future years depends on students meeting their repayment obligations and thereby keeping the revolving funds healthy. If former students, now in default, repay their loans, over $640 million could be added to the revolving funds.

Edward Elmendorf is the Assistant Secretary for Postsecondary Education. He sent this op-ed to many campus newspapers.

The three remaining programs: College Work-Study, Pell (Grant) and the Guaranteed Student Loan Program (GSL) will ensure the type of student financial assistance hoped for, but never realized, under the six program arrangement.

The Guaranteed Student Loan (GSL) and Auxiliary Loan (PLUS) programs make low interest loans available to eligible graduate and undergraduate students (GSL) as well as parents (PLUS) by paying lender interest while the student is in school and by subsidizing interest while the borrower is paying off the loan. The combined program is the largest of the Federal financial aid programs.

The budget which we sent to Congress requests $2.04 billion to cover the costs of the GSL program in 1984. It also includes a rescission of $900 million for 1983 funding. The $2.04 billion represents a decrease from the 1982 GSL appropriation of almost one billion dollars.

The proposed reduction does not represent a reduced commitment to the GSL program. On the contrary, because President Reagan's Economic Recovery Program has successfully reduced interest rates, the actual cost of the program is steadily decreasing. Although the program will cost one billion dollars less than in 1982, one billion dollars *more* will be available to student borrowers.

About 2.64 million students and parents received GSL and PLUS loans in 1982. The average loan was $2,222. Under President Reagan's 1984 budget the average loan is expected to be $2,454. The number of recipients will increase almost 300,000. Improved economic conditions will let all of this happen with one billion dollars less of the taxpayers' money.

In 1984 we are proposing some changes to the current law governing the GSL program. We estimate that these changes alone will save $126.9 million in 1984 and $204.7 million in 1985. Currently students who wish to borrow under the GSL program do not have to demonstrate financial need if the family income is under $30,000. (The requirement that need be demonstrated for students whose family income is over $30,000 was, in fact, implemented only last year.) Our 1984 budget proposes extending the "needs test" to all income levels. Factors such as cost of tuition, expected family contribution, number of children in school, etc. will continue to figure into the needs formula. This proposed change is consistent with our belief that Federal aid should be reserved for those students who *need* the assistance in order to attend college.

President Reagan's budget requests an additional $310 million in funds for the College Work-Study Program (CWS). Increases in CWS support our view that a student and his or her family share the primary repsonsibility for financing a college education. If adopted by the Congress, President Reagan's increase will create jobs for an additional 345,000 students. The average student's earning would be $800.00.

The College Work-Study program is administered and managed on the college campus. The Federal government contribution to the work-study payroll is 80 percent. By increasing the CWS program by 60 percent we hope to reduce the burden many young graduates now face when they have relied too heavily on loans to finance their college costs.

The most sweeping changes President Reagan has proposed are those affecting the Pell Grant Program. Driving the changes are our interest in assuring equity and ensuring access and choice. The proposal also restores to the student some responsiblity for securing college costs.

Under the proposed Self-help (Pell) Grant Program, students must meet a minimum expected student contribution before being eligible for a grant. The contribution would be a minimum of 40 percent of the cost of attendance — with an absolute dollar minimum of $800. A student may meet his expected contribution from a variety of sources, including the Federal loan and work-study program described above, state grant and scholarship funds and private sources.

It is important that you, as students, understand the self-help concept. Your student contribution can be met by an almost infinite combination of sources, *including* all of the Federal aid programs except the Self-help grant itself.

President Reagan's proposal suggests that cost of attendance should figure prominantly in the calculation of a student's Self-help grant. A student attending a community college and living at home obviously has less cost than a student attending a $7,500 instituion in a different town or state. The "cost-sensitivity" of the Self-help Grant Program should ensure that needy students have a greater choice in selection of an instituion to attend. While the maximum Pell grant is $1,800, a student who attends a high cost institution and has a small expected family contribution could receive a $3,000 Self-help Grant.

The equity issue is one that has long been wrestled with in the delivery of Federal grant programs. Many students are awarded more money than they actually need while many more do not receive enough to meet their college costs. This situation has resulted in large part because of the complexity of the Pell Grant Program eligibility criteria. To address this problem, the new Self-help Grant program proposes, for example, reducing from 22 to five the number of factors used to determine a family's ability to contribute. Changes such as this will go far toward restablishing the original intent of the grant program — that of providing access to higher education for those who would not be able to attend college without assistance. The new Self-help Grant is designed to build on that original purpose by giving needy students choice in addition to access.

This Administration's strong commitment to education demands that we take steps to improve student aid delivery. By consolidating the programs to simplify management and by requiring a student contribution to higher education cost before grant aid is provided, we believe that we can maintain the integrity of Federal student assistance programs. Simplifying the system and maintaining integrity are the only ways to ensure that the programs will be available to future generations of students.

Federal Appropriation*:	**1983 (Cont. Res.)**	**1984 (Request)**
Work-Study	540	850
GSL (&PLUS)	3,101	2,047
NDSL	193	4
Pell (Self-help)	2,419	2,714
SEOG	355	—
SSIG	60	—
TOTAL	6,668	5,615

* Dollars are in millions.

Aid Available*:	**1983**	**1984**
Work-Study	587	924
GSL (&PLUS)	6,593	7,198
NDSL	684	550
Pell (Self-help)	2,419	2,714
SEOG	355	—
SSIG	120	—
TOTAL	10,758	11,386

* Dollars are in millions.

Letters

DKE gets its house back

In an agreement reached last October with DKE alumni trustees and officers, a phased probation was established whereby the fraternity could demonstrate its readiness to be reinstated as an active house at Hamilton. Since October, I have been working closely with DKE officers and trustees and with Doug Raybeck, their faculty advisor. A major review of the status of the fraternity took place on March 23. It is our judgment that the terms of the first phase of the probation have been satisfied. While there have been several disciplinary infractions involving members of DKE or their sophomore affiliates, the group has responded constructively in each instance and cannot be held to have acted in collusion with the miscreants, either before or after the misdeeds. I believe that this represents substantial progress for the group, for which they are to be commended.

I have therefore given DKE permission to pledge new members this spring, to host a spring houseparty, and to occupy the DKE house during 1983-84, subject to certain conditions which have been negotiated with the alumni trustees, officers, and faculty advisor. In the event that any of these conditions are violated before the end of July 1983, I reserve the right to cancel the permissions given above, to place all DKE members on the housing wait list, and to place a ban on the DKE fraternity until all current members have graduated from Hamilton College. The conditions governing DKE for the academic year 1983-84, in the event that the fraternity is reinstated with its house, will be negotiated before the beginning of the school year with the officers, alumni trustees, and faculty advisor.

Jane Jervis
Dean of Students

Jimi explains Review

To the Editor:

I think this excerpt from Jimi Hendrix's *Rainbow Bridge* will cure all the abstract dribble I have been reading in the *Hamilton Review*.

"I don't know man it seems like there's this little center in space that's just rotating, you know, constantly rotating, and there's these souls on it and you're sitting there like cattle at a water hole and there's no rap actually going on. There's no emotions that are strung out, so you're just sitting there and all of a sudden the next thing you know you'll be drawn to a certain thing and the light gets bright and you see stuff, a page being turned, and you see yourself next to a Viet Cong you know, a soldier being shot down, and all of a sudden you feel like helping that soldier up, but you're feeling yourself held in another vibe, another sense of that soldier, it seems like the soul of him you know. And then you whisk back to the water hole or the oasis and you're sitting there and you're rapping again or something eating a banana cream pie and sitting on the grey hardwood benches and so forth and all of a sudden somebody calls out again. But this is without words, that whole scene and all of a sudden the next thing you know you see yourself looking down at the left paw of the Sphinx and the tomb of King Blourrr and his friendly facions and all these all night social workers with all night mattresses tied around their backs screaming: curb service . . . curb service . . . curb service you know with a third eye in the middle of the pyramid. Ah, then we find ourselves drifting across the desert sands dry as a bone but still going towards home and finally things look up as Cleopatra is here giving you demands, and at the same time begging for fetishes. Invent something or else I'll kick your ass. Those kind of scenes, a girl claims to be Pio Cleopatra, Pio what? And all of a sudden the Hawaiian mountains open up and rise another 13 thousand feet, and we go higher and higher, and Cleopatra has this beautiful raven hair and what are you supposed to do man except lay there and play the part and so I'm laying there playing the part and a grape chokes me almost. But I can't let the choke come out because I have to be together, right? So I say ptt, groovy grape wine you have there, Cleo. Ah hell, I mean let's get it on, forget about all that stuff back there and forget about you and your scene. Let's just go up in the hills and relax and live. No I have the conscience I must do this. I must do this, I must . . . oh forget about it Cleo, man, you're a woman, I'm a man. Come on let's get it on. Let's go out and get ourselves a grapevine out in the valley somewhere on the side of Mt. Vesuvious or something. I don't know, hell no. no. no. My parents, my tradition, my snake, ogh you bit me in the ass again you naughty asp. Then we found ourselves wrapped up in carpets which was fine. And here I am see, sometimes it gets to be strenuous for instance when you try and clean marijuana with steel metallic tea strainers, sin sin you die like a rabbit run over by a mack truck, sin, but then again you threw away your wizards hat and I got a book of matches in my back pocket, we can . . . what's your name? I like you, you know what I mean?"

Chris Soltis '85

And the winners are. . .

To the Editor:

The International Students Association held its RAFFLE TO SAVE A CHILD shortly before break. The biggest winner was the child overseas who will be sponsored. The winners are as follows: First prize of $50.00 went to David Coleman; second prize of $20.00 was won by Dell Langlois; and third prize of $10.00 to Dean Cinkala. The International Students Association would like to thank all of the students, faculty, and administrators who purchased raffle tickets; through their generosity a child will be provided for.

With Gratitude,
The ISA

The spring blues

For most people, usually, springtime is a joyous and wonderful time of year. the plant world's rebirth bringing about an unbelievable show of determined growth and color. The animal world once again feeling the need for renewal of the species and the religious world reminded once again of the hope held out to mankind for its spiritual will being.

The college senior has just about completed his or her academic endeavors and is looking forward to the pure joy of saying "I'm all done at last." The earned stature that comes with commencement and the congratulations of parents, family and friends certainly makes their springtime a happy occasion.

Arriving all too soon however is also the time for farewells. Goodbyes to a way of life, to friends and faculty sometimes forever, sometimes temporarily, but goodbyes nevertheless.

Personally, I dread the time when the walkways, the dorms and classrooms will become empty and quiet. In spite of the wonders of the season, I annually come down with a case of the "Spring Blues."

H. Henry Getchell
Class of Hard Knocks

Sell your Dead tickets?

To the Editor:

I think I should open this letter by saying that I am not writing to express my opinion of a Smits or perhaps a Lechner Op-Ed because I have been reserving some choice adjectives for each of them for a long time.

Instead I am writing about a concert I saw recently. It was in Denver, at the Rainbow Music Hall. A sold-out midnight show. The band has been around for about four years, although it is not well known in the States. Last summer I saw them open for the Police (along with A Flock of Seagulls) at McGill and they stole the show.

Last Friday in Denver I was feeling lousy. My head was askew and my stomach on the rocks because of a lethal mixture of m— and champagne. A local band, Lunch, opened and I thought I might just lose mine. Fortunately their set was short. We waited while some road crew people played with the equipment, witnessed an incredibly tacky introduction, and the show really began. For the next hour and a half (including encores) it was pure magic. I forgot my head, my stomach, the evil curtain. I just stood leaning on a rail with my mouth open. I wanted to take these people home, put them in my backyard, and invite all of my friends to see a really cool show (August 1st?).

Hamilton, catch the Dead in Philly, NYC, Providence, etc., but sell your Rochester tickets because there's a hotter band in town (Forgive me, Bub). I'll be driving three days to see this show in your backyard — do not miss the English Beat.

J.P. Lenney '84

Op-Ed

A second look at the Vietnam Syndrome

Martin M. Weinstein

In private discussions with friends and professors over the "complexities" of American foreign policy, I hear frequently the term the "Vietnam Syndrome" being invoked as something of an illness on the part of the American public, which too often impedes U.S. policy abroad. Specifically, the term was introduced in the aftermath of the Vietnam War to describe the American public's apprehension concerning any further U.S. military action abroad. However, the term is used loosely now by government officials in the former sense, and thus has become a part of the layman's vocabulary in political discussions of American foreign policy. Because of its popularity among government officials and laymen alike, I too, wish to examine this political cliche.

The term, the "Vietnam Syndrome," as is commonly used, projects the idea that American foreign policy is obstructed by the national sentiment and opinion of the American people. This situation, if true, seems to me not to be a situation to frown upon, but rather one to take pride in. If I'm correct in my understanding of the democratic government of the U.S., this government is supposed to stand out in the world as one, which is representative and therefore reflective of the U.S. people — that is the purpose of having a democratic system, isn't it? Therefore, if a situation arises in which the U.S. government desires one course of action and the U.S. public desires an alternate one, which path should the U.S. government pursue? And if the U.S. government follows the path of action willed by the U.S. public, is that a situation that we should brood about? Certainly, such a situation ought not be expressed by this government as some sort of illness on the part of the American people: after all, the government's duty is to carry out the will of the American people, not to define it as the government chooses, and most definitely, not to condemn it if it is not what the government wants.

By now, I'm sure that there are many readers who will consider this point of view to be naive. One could well argue that the American people are too ignorant of the world scene to understand U.S. national interest abroad (however ambiguously this may be defined), and thus should have faith in the policies of the U.S. government. This line of reasoning certainly seems rational. However, underneath its rationale is the logic really any different than the logic of a communist government that precludes public opinion from exerting any influence over its foreign policy decisions? In this sense, is there really a difference between "us and them"? I don't have an answer to this quesiton, but I pose it because I believe that Americans should consider this question the next time they hear the term

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Editorials

Two camps but no picnic

The circumstances surrounding the most recent J-Board case are profoundly alarming and, upon examination, reveal a disturbing tension on this campus. Without for the moment commenting on the motives, arguments, or beliefs of either the plaintiff or the defendants, we'd like simply to discuss the implications of the actions and the inability of the two camps to find a way to coexist.

During the candlelight vigil held to remember and consider the woman involved in the Brockton Rape Case, unidentified students began to heckle the marchers from a dormitory. Many of the participants went into the dorm and encountered a sign which read "We Put Women in Their Place" on one of the doors. One woman, enraged at the situation, tried to rip down the sign; when the door opened, another woman began to yell at the occupants of the room. Finally, the two women were brought before the J-Board on Wednesday, were found guilty and received letters of reprimand and had to write letters of apology.

And, so, the enormous schism remains — a gap that obviously does not exist only on this campus. But a place like Hamilton magnifies such issues. This microcosm brings everything into clearer focus — the factions can be noticed more easily, the problems become more exasperating, the solutions harder to come by.

It's not easy for anyone to admit that there is little chance for hope — it's depressing enough as it is and sometimes it seems almost easier (and more satisfying) to fight futilely. So what pisses us off so much is that there seems to be so little chance for positive change to occur. The huge efforts of a few people to alter this situation are being stymied by the lack of effort from a lot of people to work towards change. We're stuck.

What is it going to take to change this? Obviously not a vague editorial, a million workshops, ten books. It's depressing as hell for us. But let us close with a question to the majority of you students: Can you really feel so great to be so ignorant and uncaring?

Hamilton and the law

It's been a few months since President Reagan signed the 1983 Defense Authorization Act — a bill that requires males subject to draft age to have registered for the draft before Title IV student assistance can be received. The bill, effective July 1, 1983, has encountered tremendous opposition from those students, professors, administrators and trustees who are angry with this injustice, and there is still a decent chance that the bill will never become law.

However, the possibility that this could become a reality is frightening enough to drive many into direct action. The American Association of University Professors (N.Y. Conference) adopted a resolution of protest against what they called an "un-American activity"; Yale University has told its students that it will give loans (at commercial rates) to their students who would be denied aid because of the law; and other small northeastern schools have stated their opposition to the plans at faculty and trustee meetings and have sent petitions to other schools.

And what about Hamilton? So far, neither the faculty nor the trustees have issued any statement (pro or con) indicating what policy Hamilton will choose in this debate. And, it is an important question. Will this school remain passive concerning these restrictions of basic freedoms or will it take a stand and try to oppose this bill?

We need you, faculty and trustees, on this one. You can take a stand that will make the law (if it does indeed become a law) virtually useless. We'd like to hear from you.

Op-Ed

The Vietnam Syndrome

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the "Vietnam Syndrome" used in the pejorative.

Notice, please, that in my discussion of the term the "Vietnam Syndrome," I did not refer to the U.S. public's fear or apprehension, but rather I referred to its will and opinion. This difference in word choice greatly affects how we come to understand what the term means. Too often, U.S. government officials would like the U.S. public to view the "Vietnam Syndrome" as a phobia or a general insecurity of the American public. In this light, the American people are perceived as being "sick," and that soon enough, they will become well again and allow the government to act as it sees fit. This interpretation is convenient for U.S. policy makers, but I believe is unfair to the American public. Instead of referring to the American Public's insecurity or illness in some negative manner, I prefer to look at the "Vietnam Syndrome" as an example of the U.S. public's exertion of its national will upon the U.S. government. In this light, the American people are perceived as being healthy because they are being active in this country's democratic system.

I write about the "Vietnam Syndrome" now, because I believe it will be a term that we will hear again and again from our government — in light of U.S. foreign policy in countries like El Salvador and Nicaragua (only to name two countries in which U.S. military involvement may be iminent), I'm sure that this government will use the term in an effort to break down the U.S. public's resistance to its policies. If I'm correct, and the government does throw that term in our faces, then let us remind ourselves and them that the "Vietnam Syndrome" is not an illness of the U.S. people, but an example of their determination to be heard and listened to.

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Events

★ ★ Women's Energy Weekend ★ ★

Friday, April 8

★ "Feminism: An Agenda." Opening address by Andrea Dworkin. Reception to follow. Red Pit. 4:00 pm.
★ *Woman's Place.* KJ 220. 7:00 pm.

Saturday, April 9

★ Coffee in the L-Shaped Lounge, KJ. 9:30 am.
★ "Exploring Feminism." A participatory discussion including Nancy Rabinowitz, Jane Jervis, Betsy Adams, and Ruth Sullivan. Red Pit. 10:00 am.
★ Brunch in the BCC Second Floor Lounges. 11:30 am.
★ *Woman's Place.* KJ 220. 1:00, 2:30 and 4:00 pm.
★ "Should Men Have a Role in Feminism?" Panel includes: Mary Bonauto, Peter Rabinowitz, and Nathan Letts. Red Pit. 1:00 pm.
★ "The Law: Does it Help or Hurt Women?" Discussion led by Jennifer Potter Hayes and Frank Anechiarico. Red Pit. 2:30 pm.
★ "Can Feminism Reconcile the Role of Women in the Bible with the Quest for Equality?" Panel includes: Rev. Marie Lindherst, Rev. Susan Maybeck, and Ben Ramsey. Red Pit. 4:00 pm.
★ "Homophobia: Confront Your Prejudice." Panel includes: Elizabeth Baker, Eve Sedgwick, Jeffrey Eaton, Tim Kane, and Miranda Kolbe. Red Pit. 7:00 pm.

Sunday, April 10

★ Rev. Maybeck delivers a sermon, "In a different voice," at Chapel Service. Chapel. 10:30.
★ "How Can Language Be Sexist?" A workshop with Eve Sedgwick, Lois Banner, and Doug Raybeck. McEwen Studio Theater. 1:00 pm.
★ Closing Address: "Starting off in the Women's Movement" by Kate Millet, Author of *Sexual Politics, Sita, The Prostitution Papers* and *Flying*. Reception to follow. 3:00 pm.
★ *Woman's Place.* KJ 220. 10:30 am and 12 noon.

Friday, April 8

- Special Joint Seminar sponsored by the History and Chemistry Departments. "Distillation Technics in the Early 17th Century" by Dean Jane L. Jervis. Chem Aud. 3:00 pm.
- Feminism: An Agenda. Andrea Dworkin. Red Pit. 4:00 pm.
- *Jimi Hendrix.* Chem Aud. 8 and 10 pm.
- *The Last Picture Show.* Science Aud. 8 and 10 pm.
- *Life of Brian.* KJ Aud. 8 and 10 pm.
- Organ Recital. Brian Moll. Chapel. 8:00 pm.
- Bluegrass Live sponsored by the Hamilton Gay Alliance. Coffeehouse. 9:00 pm.

Saturday, April 9

- Women's Lacrosse at William Smith. 11:00 am.
- Women's Track at University of Rochester. 1:00 pm.
- Men's Track at University of Rochester. 1:00 pm.
- Baseball vs. RPI. Home. 1:00 pm.
- Men's Tennis at Ithaca. 1:00 pm.
- Women's Softball at Utica. 1:00 pm.
- Men's Lacrosse at Alfred. 1:30 pm.
- Fred L. Emerson Gallery Art Exhibition Opening and Reception. "From the Ivory Tower: Works from College and University Collections." 4:00 pm.
- Newman Mass. Father John Croghan. List Recital Hall. 6:30 pm.
- *Jimi Hendrix.* Chem Aud. 8 and 10 pm.
- *The Last Picture Show.* KJ Aud. 8 and 10 pm.
- *Life of Brian.* Science Aud. 8 and 10 pm.

Sunday, April 10

- Chapel Service. Rev. Jeffrey Eaton. Chapel. 10:30 am.
- Service for Yom Ha-Shoah (Holocaust Memorial Day) sponsored by Hillel, Chaplain's Office and the Newman Community. Chapel. 12 noon.
- Newman Mass. Father John Croghan. Chapel. 1 pm.
- Starting Off in the Women's Movement. Chapel. 3:00 pm.
- *Salt of the Earth.* KJ Aud. 3:30 pm.
- WHCL: Retrospective, 7:00 pm and In Black America, 7:30 pm.
- *Night and Fog.* Chem Aud. 7:30 pm.
- *Life of Brian.* KJ Aud. 8 and 10 pm.
- *The Last Picture Show.* Science Aud. 8 and 10 pm.

Monday, April 11

- Social Relations Colloquium. Ivan Karp, Colgate University: "Reading the Nuer: The Ambiguous Status of an Ethnographic Classic." BCC Davis Lounge. 4:00 pm.
- WHCL: Hill and Beyond, 7:00 pm and the *TAJ Express*, 7:30 pm.
- *Salt of the Earth.* KJ Aud. 8:00 pm.
- Open House at the Hamilton College Observatory (weather permitting). 9:00 pm.
- DJ Night at the Hub. 9:00 pm.

Tuesday, April 12

- Newman Mass. Father John Croghan. Chapel, 12 noon.
- Women's Softball at Morrisville. 3:00 pm.
- Men's Varsity Lacrosse at Skidmore.
- Women's Varsity Lacrosse vs. RPI. Home. 4:00 pm.
- WHCL: Latin American Review, 7:00 pm and *Great Expectations*, 7:30 pm.
- *Salt of the Earth.* KJ Aud. 8:00 pm.
- Journal Club Talk. Robert L. Simon, Prof. of Philosophy, "Comparable Pay for Comparable Work: An Analysis of the Issues." BCC Dwight Lounge. 8:00 pm.
- Concert: Elizbeita Parna Luska, pianist. Music by Karol Szymonowski. Chapel. 8:30 pm.
- Staley Lecture Series, "Religion and Science." Diogenes Allen, Stuart Professor of Philosophy, Princeton Theological Seminary, "The Christian Origins of Science." KJ Red Pit. 8:30 pm.
- Bingotown Show. See you there.

Wednesday, April 13

- Newman Mass. Father John Croghan. Chapel. 12 noon.
- Noonmusic Concert. Hamilton Dancers. BCC 2nd floor lounges. 12:10 pm.
- Men's and Women's Track vs. Union. 3:00 pm.
- Pre-Law meeting for Juniors. Chem Aud. 4:00 pm.
- General information meeting for students interested in studying at BESGL to be held in the Student Assembly Room (Bristol) from 4:15 pm to 5:30 pm. Speaker: Tony Wilson.
- WHCL: Consider the Alternatives, 7:00 pm. and *Lord of the Rings,* 7:30 pm.
- *Salt of the Earth.* KJ Aud. 8:00 pm.
- *Fighting the Obvious.* Science Aud. 8:30 pm.
- Hamilton Union Debate, "Popular Culture is a Contradiction in Terms." Chapel. 8:30 pm.
- Lecture: "Religion: Discredited Competitor." Diogenes Allen, Stuart Professor of Philosophy, Princeton Theological Seminary. The Red Pit. 8:30 pm.

Thursday, April 14

- Newman Mass. Father John Croghan. Chapel. 12 pm.
- *Sartre Par Lui Meme* (in English). KJ Aud. 3:00 pm.
- Women's Softball at Morrisville. 3:00 pm.
- Men's Junior Varsity Tennis at MVCC. 4:00 pm.
- *A Clockwork Orange.* Science Aud. 8 and 10 pm.
- *State of Siege.* KJ Aud. 8 and 10 pm.
- Lecture. Prof. Nancy Cott, Yale University, "Reappraising Feminism in the U.S. During the 1920's." BCC 2nd Floor Lounges. 4:30 pm.
- *Medium Cool* presented by the American Politics Film Series. Physics Aud. 7:00 pm.
- Root-Jessup Public Affairs Council Lecture. Lester Thurow, "The New Economic Platforms." Chapel. 8:30 pm.
- WHCL: Forum or Focus, 7:00 pm. and *Voices of Freedom*, 7:30 pm.

Friday, April 15

- Spring Houseparties Weekend.
- Men's Varsity Tennis at Hartwick. 3:00 pm.
- Colgate Social Committee will be presenting Spyro Gyra at Cottuell Court on the Colgate University Campus. Tickets are $6.00 at the door. 8:00 pm.
- *A Clockwork Orange.* KJ Aud. 8 and 10 pm.
- *State of Siege.* Science Aud. 8 and 10 pm.
- Rochester Show. See you all there.

Upcoming

- The March of Dimes will hold their annual WalkAmerica, a 20 kilometer trek, on Sunday, April 24 in the village of Whitesboro. For more information call the March of Dimes at 733-9129.

Miscellaneous

- There are an addition 100 Beat tickets available for Hamilton students *only*. The tickets will be sold on Thursday at 9:00 at Bristol. Limit one per student.
- Petitions and Platform due Tuesday, April 12 for first round of elections. Petitions may be obtained at BCC office.